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INSTRUCTIONS

FROM THE

D. J. C.
REGENTS OF THE UNIVERSITY,

TO THE

SEVERAL ACADEMIES SUBJECT TO THEIR VISITATION,

PREScribing THE REQUISITES AND FORMS

OF

ACADEMIC REPORTS, &c.

REVISED EDITION.

PREPARED IN OBEDIENCE TO AN ORDER OF THE REGENTS OF THE
25TH APRIL, 1838.

ALBANY:

PRINTED BY E. CROSWELL, PRINTER TO THE STATE.

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Copies of these Instructions will be sent to every Academy in the State, subject to the visitation of the Regents; one for the use of its principal and other teachers, to be preserved in its library, and one for the use of its trustees in making out their annual report, to be kept by their secretary or treasurer having charge of their books and papers.

All future reports from academies must be made in *strict* conformity to the laws, ordinances and instructions herewith published; and they must be so made and transmitted to the Secretary of the University in time to be received by him on or before the 1st day of February in each year. Academies failing to make their reports in conformity to the above requirements, will be liable to forfeit their share of the public moneys for the year in which such failure shall happen.

Academies incorporated by the legislature, and not already subject to the visitation of the Regents, but desirous to become so, will be supplied with copies of these instructions on application, by letter or otherwise, to the Secretary of the University.

GIDEON HAWLEY,
Secretary of the University.

Albany, April, 1838.

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INSTRUCTIONS, &c.

The recent act of the Legislature, providing for the annual distribution among academies of an increased amount of public money, and prescribing new conditions* for its distribution, having required new, or additional ordinances and instructions from the Regents of the University on the subject of academic reports; and it having been found that the ordinances on that subject heretofore passed by the Regents, with the instructions founded thereon, will in some respects be wholly superseded, and in others partially modified by the new ordinances and instructions required under the act of the Legislature above referred to; it was therefore thought more advisable to prepare and issue an entire new edition of instructions, with the required modifications incorporated in them, than to issue new instructions supplementary to the old ones. This edition of instructions will therefore be found to contain all the existing regulations on the subject of academic reports, in force at the time of its publication, (April, 1838.)

The leading requisites of academic reports to the Regents of the University, having been prescribed in certain acts of the Legislature, and the ordinances of the Regents on the subject of such reports being founded on those acts, it is obviously proper to make them, as well as the ordinances founded on them, introductory to all instructions intended to aid in carrying them into execution.

The following extracts from the Revised Statutes and Session Laws of the State, contain all the legal provisions on the subject above referred to.

* The most important of these new conditions consists of the new principle introduced into the law above referred to, that every academy subject to the visitation of the Regents shall be required to have property invested in buildings, library and apparatus, of the value of \$2,500, in order to entitle it to any future share of the public money. So that, however long an academy may have been subject to the visitation of the Regents, and enjoyed a share of the public bounty, it will hereafter be required to show, every year, property of the kind and value above stated, as the condition on which its future enjoyment of that bounty will depend.

G. H.

EXTRACT.

From Chapter XV. of the First Part of the Revised Statutes, being Sections 23, 24, 25, 26, 27 and 29, of Article 1st of Title 1st of said Chapter.

§ 23. The regents shall have the control of the whole income arising from the literature fund, and shall annually divide such income into eight equal parts, and assign one part thereof to each senate district: They shall annually distribute the part so assigned to each district, among such of the incorporated seminaries of learning, exclusive of colleges, within such district, as are now subject, or shall become subject to their visitation by a valid corporate act.

§ 24. Every such distribution shall be made in proportion to the number of pupils in each seminary, who, for four months during the preceding year shall have pursued therein classical studies, or the higher branches of English education, or both.

§ 25. No pupil in any such seminary shall be deemed to have pursued classical studies, unless he shall have advanced at least so far as to have read, in Latin, the first book of the *Aeneid*; nor to have pursued the higher branches of English education, unless he shall have advanced beyond such knowledge of arithmetic, (including vulgar and decimal fractions,) and English grammar and geography, as is usually obtained in common schools.

§ 26. The regents shall require each seminary subject to their visitation, to make an annual return, on or before the first day of February in each year, to the secretary of their board.

§ 27. Every such return shall be attested by the oath, either of the principal instructor in the seminary by which it shall be made, or of one of the trustees thereof, and shall contain,

1. The names and ages of all the pupils instructed in such seminary during the preceding year, and the time that each was so instructed:

2. A particular statement of the studies pursued by each pupil at the commencement of his instruction, and of his subsequent studies until the date of the report; together with the books such students shall have studied, in whole or in part; and if in part, what portion:

3. An account or estimate of the cost or value of the library, philosophical and chemical apparatus, and mathematical and other scientific instruments belonging to the seminaries:

4. The names of the instructors employed in the seminary, and the compensation paid to each:

5. An account of the funds, income, debts and incumbrances of the seminary, and of the application therein of the moneys last received from the regents.

§ 29. The regents shall prescribe the forms of all returns which they shall require from colleges and other seminaries of learning, subject to their visitation; and may direct such forms and instructions as, from time to time, shall be given by them as visitors, to be printed by the state printer.

EXTRACT

From an act to appropriate the income of the United States Deposite Fund to the purposes of education and the diffusion of knowledge.

Passed April 17th, 1838.

§ 8. The sum of twenty-eight thousand dollars, of the income aforesaid, shall be annually paid over, on and after the first day of January next, to the literature fund, which, together with the sum of twelve thousand dollars of the present literature fund, shall be annually distributed among the academies in the several senatorial districts by the regents of the university, in the manner now provided by law; but no academy shall hereafter be allowed to participate in the annual distribution of the literature fund, until the regents of the university shall be satisfied that a proper building has been erected and finished to furnish suitable and necessary accommodation for such school, and that such academy is furnished with a suitable library and philosophical apparatus, and that a proper preceptor has been and is employed for the instruction of the pupils at such academy: And further, that the regents shall, on being satisfied that such building, library and apparatus are sufficient for the purpose intended, and that the whole is of the value at least of twenty-five hundred dollars, permit such academy or school to place itself under the visitation of the regents, and thereafter to share in the distribution of the moneys above mentioned, or any other of the literature fund in the manner now provided by law. The regents of the university may also admit to such distribution and to any other of the literature fund, any incorporated school, or school founded and governed by any literary corporation other than theological or medical, in which the usual academic studies are pursued, and which shall have been in like manner subjected to their visitation, and would in all other respects, were it incorporated as an academy, be entitled to such distribution.

§ 9. It shall be the duty of the regents of the university to require of every academy receiving a distributive share of public money under the preceding section equal to seven hundred dollars per annum, to establish and maintain in such academy a department for the instruction of common school teachers under the direction of the said regents as a condition of receiving the distributive share of every such academy.

The following ordinance was passed by the Regents of the University in 1828, pursuant to the provisions of the Revised Statutes, contained in the preceding extracts—it will be found to be modified by the subsequent ordinance of the Regents of April, 1838, particularly in respect to the description and value of academic property, and the requisites and forms of academic reports.

ORDINANCE OF THE REGENTS OF THE UNIVERSITY,
Defining Classical Studies and the Higher Branches of English Education pursued in Academies, and prescribing the requisites and forms of their Annual Reports.

Passed March 18, 1828.

The Regents of the University, desirous to establish a more elevated course of instruction in the academies subject to their visitation, by defining with greater certainty the various branches of study which shall entitle the

institution in which they are pursued to a distributive share of the income of the literature fund, do ordain and declare as follows:

The distribution of the income of said fund shall be made to each of said academies, in proportion to its number of scholars in the classics, and in the higher branches of English education, or both, under the following restrictions:

1. No students, in any such academy, shall be considered classical scholars, within the meaning of this ordinance, until they shall have studied in such academy, or elsewhere, so much of the common elementary prose authors, in Latin, as is equal to one-half of Corderius, one-half of Historia Sacra, one-third of *Viri Romæ*, and two books of Cæsar's Commentaries; and in addition thereto, shall have read the first book of the *Æneid* of Virgil.

2. No students in any such academy, shall be considered scholars in the higher branches of English education, within the meaning of this ordinance, until they shall, on examination duly made, be found to have attained to such proficiency in the arts of reading and writing, and to have acquired such knowledge of the elementary rules or operations of arithmetic, commonly called notation, addition, subtraction, multiplication and division, as well in their compound as in their simple forms, and as well in vulgar and decimal fractions as in whole numbers, together with such knowledge of the parts of arithmetic commonly called reduction, practice, the single rule of three direct, and simple interest, as is usually acquired in the medium or average grade of common schools in this State; and until they shall also, on such examination, be found to have studied so much of English grammar as to be able to parse correctly any common prose sentence in the English language, and to render into good English the common examples of bad grammar given in Murray's or some other like grammatical exercises; and shall also have studied, in the ordinary way, some book or treatise on geography, equal in extent to the duodecimo edition of Morse's, Cumming's, Woodbridge's or Willett's geography, as now in ordinary use.

3. No such classical students shall entitle the institution to which they belong to any share of the income of said fund, unless it shall appear from the annual report of such institution, that they have pursued therein, for the space of four months or upwards of the year ending on the date of such report, the studies herein before declared to be preliminary to Virgil, together with the first book of the *Æneid* of Virgil, or other studies in the classics (either in Latin or Greek) usually pursued subsequent to the first book of the said *Æneid*; or shall, for a part of said period, have so pursued the said studies, or some of them, (including the said first book of the *Æneid*, or some of the said studies subsequent thereto,) and for the residue of said period, shall have pursued the higher branches of English education, after they shall have become scholars therein as herein before defined.

4. No such scholars in the higher branches of English education, shall entitle the institution to which they belong to any share of said fund, unless it shall appear from the annual report of said institution, that they, after becoming such scholars, have pursued therein said higher branches of education, or some of them, for the space of four months or upwards of the year ending on the date of such report.

5. All students belonging to any academy, and claimed by it to be classical scholars, or scholars in the higher branches of English education, or both, shall be exercised, at convenient and ordinary intervals, in composition and declamation in the English language.

The Regents of the University being desirous to consolidate into one the various ordinances heretofore adopted by them, prescribing the requisites and forms of the annual reports of academies, do further ordain and declare as follows:

Every academy subject to the visitation of the Regents of the University, and claiming a distributive share of the income of the Literature fund, shall annually, on or before the first day of February, make and transmit to the Regents, (so that the same be received by their secretary on or before that day,) a report in writing, exhibiting a full view of its state and condition, at the time referred to in its report, in respect to the following particulars, viz:

Value of its academy lot and building:

Value of its other real estate:

Value of its library and philosophical apparatus:

Value of its other personal estate:

Its tuition money received or accrued, for the year ending on the date of the report:

Interest or income of its permanent funds, received or accrued during said year:

Amount of its debts remaining unpaid:

Amount of money received by it from the Regents of the University since its last annual report, and how the same has been expended:

Number and names of its teachers, and the annual salary or compensation allowed to each:

Whole number of students, including classical and all others, belonging to the academy on the date of its report:

Number of students belonging to the academy on the date of its report, or who belonged to it during part of the year ending on the date of its report, and who are claimed by the trustees to have pursued for four months of said year, or upwards, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the foregoing ordinance.

The said report shall also contain, or have appended or annexed to it, a true catalogue or list of all the students belonging to the academy at the date of its report, or during part of the year ending on the date of its report, who are claimed by its trustees to be such classical scholars, or such scholars in the higher branches of English education, or both, and to have pursued their studies for such length of time as to entitle them (or the academy to which they belong) to a distributive share of the income of the Literature fund, according to the true intent and meaning of the foregoing ordinance of the Regents; in which said catalogue or list shall be inserted the name and age of each student claimed to be such scholar as aforesaid, together with a specification of the different studies pursued by such student, and the length of time the same were pursued in each quarter or term of the year ending on the date of said report, by recitations of ordinary frequency and in the ordinary way, designating said studies by the ordinary name or title of the book or treatise on the subject so studied, and designating also the part or portion of the book or treatise so studied; and the said catalogue or list shall also contain a declaration or certificate, that all the students therein named, and claimed to be scholars in the higher branches of English education, had been found, on due examination, to have pursued all the studies, and acquired all the knowledge, required by the foregoing ordinance, as preliminary requisites to their becoming such scholars; and that the ordinance of the Regents,

in respect to exercises in composition and declamation, had been complied with.

Every academy supplied by the Regents with a thermometer and rain-gage, shall, together with its annual report, make and transmit to the Regents a return or table (of the form heretofore prescribed) of the meteorological observations made with such thermometer and rain-gage during the year ending on the date of said report.

Every such report shall be made with reference (as near as may be) to the close of the year to which it relates; and the same shall be verified by the oath of the principal, or one of the trustees of the academy.

The secretary shall prepare and distribute to the several academies subject to the visitation of the Regents, suitable forms for the annual reports required by this ordinance to be made by said academies, together with a copy of this ordinance, and such instructions for filling up the blanks in said forms as shall be considered necessary or proper.

The following resolution was adopted by the Regents of the University on the 26th February, 1834.

Resolved, That no students belonging to any academy shall hereafter be considered classical scholars, or scholars in the higher branches of English education, or both, so as to entitle the academy to which they belong to any share of the income of the Literature fund, on their account, unless such students be of the age of ten years or upwards, at the time of making out the report in which they are claimed to be classical scholars, &c.

The following ordinance, made necessary by the recent act of the Legislature referred to in the introduction to these instructions, was passed by the Regents on the 25th day of April, 1838. It is the most important ordinance now in force on the subject of academic reports, particularly in reference to the part of them required to be made by the trustees; it should be well understood by all who undertake to prepare such reports:

AN ORDINANCE

Relating to the requisites and forms of Academic Reports, and prescribing the conditions on which academies may be incorporated by the Regents of the University.

Passed April 25, 1838.

Whereas, by an act of the Legislature of the State of New-York entitled "An act to appropriate the income of the United States deposite fund to the purposes of education and the diffusion of knowledge," passed April 17, 1838, it is among other things provided, that the sum of twenty-eight thousand dollars of the moneys therein mentioned shall be annually paid over, on and after the first day of January next, to the Literature fund, which, together with the sum of twelve thousand dollars of the present Literature fund, shall be annually distributed among the academies in the several senatorial districts by the Regents of the University, in the manner now provided by law. But that no academy shall hereafter be allowed to participate in the annual

distribution of the Literature fund, until the Regents of the University shall be satisfied that a proper building has been erected and finished to furnish suitable and necessary accommodation for such school, and that such academy is furnished with a suitable library and philosophical apparatus, and that a proper preceptor has been and is employed for the instruction of the pupils at such academy: And further, that the Regents shall, on being satisfied that such building, library and apparatus are sufficient for the purposes intended, and that the whole is of the value at least of twenty-five hundred dollars, permit such academy or school to place itself under the visitation of the Regents, and thereafter to share in the distribution of the moneys above mentioned, or any other of the Literature fund, in the manner now provided by law:

And whereas, for the better information of the academies which do, or may, claim the benefits of the said act, it is proper for the Regents to declare, in the form of a public ordinance, what will be necessary to satisfy them that the buildings, library and apparatus of such academies are of the description and value required by said act to entitle them to distributive shares of the moneys therein directed to be distributed,

Be it therefore ordained by the Regents of the University of the State of New-York, that every academy, already subject to their visitation, and claiming a distributive share of said moneys, shall in its *next* annual report, and every other academy or academic institution, not already subject to such visitation, but which shall hereafter make application to become subject thereto, shall in its *first* application made for that purpose, set forth with all practicable precision, and in such form as shall be prescribed by the Regents, a particular statement showing,

1st. The extent, general description, title, and value of the ground on which their academy edifice shall be erected, or which shall be used for its accommodation at the time of making such report or application.

2. The dimensions, general description, and value of the buildings erected on such ground for the use or accommodation of such academy, at the time last aforesaid.

3d. An inventory, or catalogue of all the books and articles of philosophical or other apparatus belonging to such academy, with a just and fair estimate of their value, at the time last above referred to.

4th. A particular statement of all incumbrances on such academic property, or on any part thereof, at the time last above mentioned—it being the intention of the Regents to require every academy subject to their visitation, to own and possess such property to the value of at least two thousand five hundred dollars over and above all incumbrances thereon, as a condition on which such academy will be allowed to receive a distributive share of the moneys belonging to the literature fund.

And to the end that the Regents may be the better enabled to ascertain the true value of such academic grounds, buildings and apparatus, at the time of making such report or application, the said statement shall also set forth and show, when and how the title to such ground, library and apparatus was first acquired, and if acquired by purchase, what the original or first cost thereof was; also, when such buildings were erected, enlarged, or otherwise improved, of what materials they are constructed, with the original or first cost of such buildings and improvements; also, the state and condition of all such academic property, at the time of making such report or application, in respect to its repair or fitness for use; and if the same be not in good repair, wherein, and how long it has been out of repair, and the probable cost of putting

it in good repair, together with all such other matters as may be found to influence in any respect the value of such property. That it shall be the duty of the trustees of every such academy, previous to making their first report or application required by this ordinance, to submit the evidences of their title to the ground occupied for their academic buildings, to some person of the degree of counsellor at law in the supreme court, for his examination, and to obtain from him a certificate in writing, stating his examination of the evidences of title submitted to him with his opinion as to the nature and validity of such title, and stating, also, that he has caused the ordinary searches to be made for incumbrances on such property, with the result of such searches; which said certificate shall be transmitted by the said trustees, together with their said first report or application, to the said Regents.

§ 2. And be it further ordained, that the trustees of every such academy in every subsequent report to be made by them to the Regents, after the said first report or application, required by this ordinance, shall either make and transmit a full statement of all the academic property then belonging to them in the manner required by the first section of this ordinance, or in lieu thereof, state whether such property remains in all respects the same as at the time of making any previous statement thereof, to be particularly referred to by them, or whether the same has been increased or diminished in quantity, enhanced or depreciated in value, and to what extent, or has in any other and what respect, undergone any and what change, since the time of making such previous statement—showing in all cases the true value of such property at the time of making such subsequent report as aforesaid; and it is hereby made the duty of the trustees of every such academy, at some time during the year ending on the date of every such report, to cause all the books and articles of apparatus then actually possessed by them, to be compared with the original catalogues or inventories thereof, (to be always preserved for that purpose) to ascertain whether any of their books or articles of apparatus shall have been lost, destroyed or damaged beyond the ordinary wear and tear thereof from necessary use, and to state in every such report whether such duty has been discharged, and whether any, and if any, what part of their books and apparatus shall on such comparison be found to have been lost, destroyed or damaged as aforesaid, and through whose act, omission or neglect such loss or damage shall have happened.

§ 3. The Regents being required, by the act of the Legislature above referred to, to determine "*Whether a proper preceptor has been and is employed for the instruction of the pupils at every academy*" claiming a distributive share of the moneys mentioned in said act: Be it therefore, (in order to enable the Regents to discharge said duty) further ordained, that the trustees of every academy, subject to the provisions of this ordinance, shall in their first, as well as in every other future report to be made by them, state the name of every preceptor employed by them in their academy, for the year or any part of the year, ending on the date of such report—the age of such preceptor, the time he has been engaged in the business of teaching, the general course of study pursued by him preparatory to his becoming a teacher, and whether he pursues the business of teaching as a permanent profession, or only as a temporary occupation.

§ 4. And be it further ordained, that all reports or applications to the Regents, with all statements made in pursuance of this ordinance, and all future reports from any academies required to be made by the ordinance of the Regents of the 18th of March, 1828, as well as all other communications purporting to proceed from any academy, or from its trustees, as a corporate

body, shall be submitted to the trustees of such academy at some stated or special meeting, legally held, at which a legal quorum shall be present; and the same shall not be considered as a valid act or proceeding of such academy, until it be approved and adopted as such at such meeting, and be so declared to be in its concluding or some other convenient part thereof. And when the same shall be so approved and adopted, and so declared to be, it shall, in order to secure satisfactory evidence thereof, be verified by the oath or affirmation of the president or other trustee who shall preside at such meeting, to be taken before some person authorized by law to administer oaths.

§ 5. It being provided by the act of the Legislature before referred to, that the Regents of the University may, in their discretion, admit to a participation in the distribution of the said public moneys, any incorporated school, or school founded and governed by any literary corporation other than theological or medical, in which the usual academic studies are pursued, and which shall have been in like manner subjected to their visitation, and would in all other respects, were it incorporated as an academy, be entitled to such distribution; it is therefore further ordained and declared, that all incorporated schools, or schools founded by literary corporations, which shall claim the benefit of the provision above referred to, be required, in their application for such benefit, to set forth and show the particular grounds on which their claim thereto is founded, together with a general statement of their condition as to accommodations for instruction, course of studies pursued, and funds possessed by them; and that they also be required to make and transmit, with every such application to the Regents, the same report in respect to the names, ages and studies, of the students claimed by them to be classical students, or students in the higher branches of English education, or both, as academies subject to the visitation of the Regents are now, or shall hereafter be, required to make, in relation to the same subject matters.

§ 6. And whereas the Legislature, by providing in their act above referred to, that any academy may subject itself to the visitation of the Regents, and become entitled to participate in the distribution of the public money, on its showing to the satisfaction of the Regents, that it is possessed of suitable academic grounds, buildings, library, and apparatus of the value of \$2,500, have thereby established a rule, or prescribed a condition, for the admission of academies to the enjoyment of the public bounty, different from that heretofore established or prescribed by the Regents;

And whereas the conditions on which academies may be incorporated, so as to become entitled to distributive shares of the public money, ought in the judgment of the Regents to be the same, whether the application for such incorporation be made to them or to the Legislature;

Be it therefore further ordained, that all ordinances heretofore adopted by the Regents, on the subject of the incorporation of academies, be so modified in respect to the kind and value of property required to be possessed by the applicants for such incorporation, as to conform in that respect to the requirements of the statute above referred to.

The secretary having represented to the Regents, that the last edition of their instructions to academies on the subject of their academic reports is or will soon be exhausted, and a new and larger edition being required for distribution among the several academies interested in the provisions of this ordinance, it is therefore ordered, that a new edition of said instructions be prepared by the secretary, for the use of academies, in which shall be insert-

ed a copy of the foregoing ordinance, and copies of all other ordinances relative to academic reports, with such additional instructions in respect to the form of such reports, as the new or additional ordinances on the subject shall require; and that five hundred copies of such instructions be printed for the use of the Regents, one or more of which copies shall be sent to every academy subject to their visitation, or which shall make application to become subject thereto.

The academic reports required by the preceding ordinance of the Regents, and the laws of the state on which they are founded, must be made and transmitted to the secretary of the University, on or before the first day of February, in each year. Before making them, both the laws and ordinances above referred to should be attentively read and well understood. There will then be no difficulty in filling up the blanks in the following form of a report, which, having been prepared with much care, will, it is hoped, be a safe guide.

FORM FOR ACADEMIC REPORTS.

To the Regents of the University of the State of New-York.

[If the report be from an academy incorporated by the Legislature, and not already subject to the visitation of the Regents, but desirous to become so, the introductory part of the report should be as follows, viz. The Trustees of Academy, established at, &c. respectfully represent, that they were incorporated by an act of the Legislature, on the day of A. D. ; that they are desirous to become subject to the visitation of the Regents of the University, to enable them to participate in the distribution of the moneys belonging to the Literature fund, pursuant to the statute in such case made and provided; and to that end they hereby subject their said academy to the visitation of the said Regents, to the same extent and in the same manner as if they had been originally incorporated by them; and the said trustees herewith submit the following statement of the condition of their institution on the date of this application, in respect to the several subject matters required to be embraced in it.]*

N. B. The first seven heads or sections in the following form are intended only for the *first* report or application—the next two (8th and 9th) are intended for the *first two* heads in all reports subsequent to the first one; and the remaining heads are intended as well for the first as for all subsequent reports.

Ground for Academy Buildings.

The lot of ground on which the buildings of said academy stand, or which

* N. B. Applicants for an original act of incorporation from the Regents, will find a form for their application in a subsequent part of these instructions.

is used for their accommodation, consists of [here state the quantity, either in acres or parts of acres, or by the number of feet in breadth and depth.] The lot of ground was purchased in the year _____, for \$_____ ; or it was given to the academy in the year _____ [as the case may be.] There were then no improvements on it, or if there were any, describe them ; state the title to the ground, whether in perpetuity or for a term of years, and if it be subject to a ground rent, state amount, &c. Give a general description of all improvements (except buildings) made on it since it came to the possession of the trustees. After giving all such and similar data on which estimates of value depend, state the present value of the ground, including fences, ornamental trees, and all other improvements except buildings.

Academy Buildings.

The buildings erected on the ground above described, and used for the accommodation of the academy, consist of (here describe the principal buildings, with their dimensions; state when and of what materials they were originally built, or have been since enlarged or improved; give a general description of their internal divisions, style of work, fitness or convenience for use, &c. with a statement of the original or first cost of the buildings, and of all additions or improvements thereto, so far as the same can be ascertained. Then state their present condition as to their being in or out of repair, and if out of repair, what will be the probable cost of putting them in good repair. After giving all such and similar data on which estimates of value depend, state the present actual value of such buildings.

Academy Library.

The following is a catalogue of all the books belonging to said academy at the date of this report, with the original or first cost (so far as it can be ascertained) and the present value of each book (proceed with the catalogue in the following form.)

Title or name of books arranged according to catalogue, if any, in use.	Number of volumes.	Original cost.	Present value.
(Give the total of each column.)			

Give a general description of the condition of the books in the library in respect to their being new or old, in good order or worn out, &c.

Philosophical Apparatus.

The following is an inventory of all the articles of philosophical or other apparatus, belonging to said academy at the date of this report, with the original or first cost, (so far as can be ascertained) and the present value of each article, (here proceed with the inventory, including in it, besides what is strictly or technically philosophical apparatus, all mathematical instruments, as well as all other instruments used in or illustrative of any of the arts or sciences.)

Description or name of each article.	Original cost.	Present value.

State the totals, and give a general description of the condition of the apparatus in respect to its being new or old, in good order or worn out, &c.

If the academy possess any mineralogical or botanical specimens, anatomical preparations, or any thing else illustrative of science or art, and not included as part of the library or apparatus already described, a general description of them should here be given, so as to convey a general idea of their extent, variety, character, &c.

Title to Property, Incumbrances, &c.

The evidences of title in the said academy to the property described in the preceding sections of this report, have been submitted to _____ of, &c. who is a counsellor at law in the supreme court, whose certificate in writing, as to the nature and validity of said title, accompanies this report. The said property is free from all incumbrances, (if such be the case) or if there be any incumbrances on it state the general amount of them, and refer to certificate of said counsel for particulars, &c.

Other Academic Property.

The property of the academy, other than the academy lot, buildings, library and apparatus above described, consists of, (here describe the property in the most general terms such as the following :)

Bonds and mortgages, considered good,..... \$

A house & lot at, &c. worth,.....

100 acres of wild land in, &c. worth,.....

Total,.....

Summary Statements.

The total value of all the academic property above described, is as follows:

Value of lot for academy buildings,..... \$

Value of buildings thereon,

Value of library,

Value of philosophical apparatus,.....

Total value of lot, buildings, library and apparatus,..... \$

Deduct for incumbrances, if any, thereon,

Balance of value over and above all incumbrances,.....

Add for other academic property,

Total value of the whole,..... \$

N. B. The preceding heads or sections of the form for academic reports, being calculated only for the first report to be hereafter made, the form for

all subsequent reports, in respect to the several subject matters embraced in the said preceding sections, may be as follows:

Academic Property.

For a particular statement of their academic lot, buildings, library, and apparatus, and for a general statement of their other property, the trustees refer to their first report or application to the Regents, made pursuant to their ordinance of the 25th of April, 1838, said report or application bearing date on or about the day of &c.

The property described in the report or application above referred to, remains, in respect to quantity, value, incumbrances, and in all other respects the same as at the date of that report [or if any change has taken place, by, the purchase of new property, or by improving the old, or in consequence of decline in value, from decay or any other cause, or if the incumbrances on it have been increased or diminished, state the fact according as it is.] But in all cases, whether any change has or has not taken place, state the value of all the academic property at the time of making every future report, in the following summary form.

Present value of academy lot and buildings, \$

Present value of philosophical apparatus,

Present value of library, consisting of volumes, (be careful to fill the blank with the number of volumes,)

Total value, \$

Deduct for incumbrances, if any,

Balance, showing value over and above incumbrances, \$

Add for other property, valued at.....

Total value of the whole, \$

Books and Apparatus, compared with Catalogues, &c.

All the books and articles of apparatus possessed by the academy have, during the year ending on the date of this report, been, by or under the direction of the trustees, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the academy. And on such examination and comparison, all the books and apparatus belonging to the academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition [or if any books or articles of apparatus be lost, missing, or damaged beyond what might reasonably be expected from ordinary wear and tear in their necessary use, so state the fact, specifying the particular books and articles of apparatus so lost or damaged, and stating also the name of the librarian or other person through whose act, omission or neglect, such loss or damage shall have happened.]

Debts.

The debts contracted by the academy which remained unpaid on the said day of &c. including all arrears of interest (if any) and all outstanding or unpaid accounts acknowledged as debts, amounted on that day to \$

Annual Revenue.

Amount received or receivable for tuition in said academy during the year ending on the said day of &c.	\$
Amount received or receivable for interest or income of academic property, accrued during said year,.....	
Amount received during said year from the Regents of the University, on their annual apportionment of the income of the Literature fund,	

Total annual revenue. \$

N. B. The items above described should include only what accrued during the particular year above referred to. Any thing received in that year, for arrears accrued in former years, should not be included—the object of the statement being to show the true amount of revenue accrued (whether paid or unpaid) for the particular year to which it refers, in order to enable the Regents to compare annual revenue with annual expenditures.

Annual Expenditures.

Amount paid or payable by the academy, for salaries or compensation of teachers, for the year ending on the said day of &c.	\$
Amount paid or payable for interest (if any) accrued during said year, on debts outstanding against the academy,	
Amount paid or payable for repairs of buildings or other property belonging to the academy, made during said year,....	
Amount paid or payable for fuel, and for all other incidental expenses, incurred by the academy during said year,	

Total annual expenditure,..... \$

N. B. The items above described should include only what was paid or payable on liabilities incurred by the academy for the particular year mentioned in the statement. Any thing paid in that year, on account of liabilities contracted or incurred in former years, should not be included—the object of the statement being to show the true amount of expenditures or liabilities for expenditures incurred (whether actually paid or not) during the particular year to which it relates, in order to enable us to compare annual expenditures with annual revenue, to see if the academy be falling in debt, or otherwise.

If any of the items of income or expenditure for any particular year, happen to be either greater or less than the average for common years, the case should be stated according to the fact.

Money received from Literature Fund.

The moneys received from the Literature fund for the last year, as stated in the preceding part of this report, under the head of revenue, together with all balances (if any) of such moneys received in former years and suffered to remain on hand unexpended, have been expended during the last year, or are accounted for as follows. (Here state the fact as it is, always remembering, before any expenditure be made, that all such moneys are required by law to be expended or applied in paying the salaries or compensation of teachers.)

If the academy, since its last previous report, shall have received from the Regents of the University, any money for the purchase of books or ap-

paratus, on its raising a similar amount for the like purpose, pursuant to the act of the Legislature of the 22d April, 1834, the amount of money so received, together with the amount so raised, should, under this head of the report, be particularly accounted for by stating in detail the several books or articles of apparatus purchased with it, and the price paid for each.

Departments.

The departments of instruction established and in practical operation in the academy, are (here describe the different departments, if there be more than one, by reference to the subjects of instruction in each, or to the sex of the scholars, attending it; and in all cases state whether male and female scholars are in the same or in different departments.)

Teachers.

The whole number of teachers employed in said academy on the said day of, &c. was

The names, ages, qualifications and compensation of said teachers were as follows: (Here state the name of each teacher—the department in which he teaches—his age—how long he has followed the business of teaching—a general statement of the course of study pursued preparatory to becoming a teacher in said academy—if the teacher be a graduate of any college, the statement of that fact alone will be sufficient—if not such a graduate, specify in general terms the subjects studied by him, or compare them with the sub-graduate course of study pursued in any of our common colleges, and state what part or proportion of such a course they would form—or if they are equal to or exceed that course, so state the fact, either in reference to the time such teacher was first employed in the academy, or to the time of making its report—and in all cases state whether such teacher *intends*, or *professes* an intention, to make teaching a permanent profession, or only a temporary occupation—state also the annual salary or compensation allowed to each teacher.)

Subjects of study pursued, and class or text books used.

The subjects of study pursued in said academy, during said year, including classical and all others, with the class or text books used on each subject of study, were as follows:

(Here state all the subjects of study of every description, from the lowest to the highest, arranged in one column alphabetically; and in a collateral column state, opposite to each subject of study, the class or text books used in studying it, as well in the lowest as in the highest departments; designating each book by its ordinary title and name of author.)

Composition and Declamation.

The students in said academy, required to be exercised in composition and declamation were exercised therein, during said year, as often, on an average, as once in days, as appears from the affidavit of the principal of said academy annexed to this report,.....

Number of Students.

The whole number of students (including classical and all others,) belonging to the academy on the said day of was....
The number of students belonging to the said academy on the said

day of or who belonged to it during part of the year ending on that day, and who are claimed by the trustees to have pursued, for four months of said year, or upwards, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the ordinance of the Regents of the 18th of March, 1828, was.....

A schedule of the names, ages and studies of the said students, so claimed by the said trustees to have pursued classical studies, or the higher branches of English education, or both, is hereunto annexed, duly verified by oath, as required by the law of the State and the ordinance of the Regents.

Prices or Rates of Tuition.

The prices charged for tuition in said academy during said year, were as follows: (Here state the different prices in reference to the different subjects taught, &c.)

Gratuitous Instruction.

If (as is known to be the case in some academies) scholars be received from common schools, and gratuitously instructed, either as a reward of merit or otherwise, state under this head the number so received, with the grounds or principles on which they are received, &c. So if any scholars be received and instructed in the academy for services rendered by them, or on credit, to be paid for out of future earnings, &c. that fact may also be here stated.

Academic Terms, Vacations, &c.

The year is divided for this academy into terms, (here state the number of terms, the length of each, the number of vacations, and length of each, with the number of public examinations in the academy during the year, and how long each examination ordinarily continues.)

Price of Board.

The average price of board in the vicinity of the academy, for scholars attending it from abroad, should be stated under this head, and if the principal or any of the teachers of the academy receive scholars into their private families, the terms may, if desired, be here stated.

Conclusion and Authentication of Report.

The preceding report from academy was submitted to the trustees of said academy at a meeting legally held by them on the day of, &c. at which meeting the following named trustees were present (state names) and having been read and approved, it was duly adopted at said meeting as the report of said academy, and ordered (after being verified by the oath of the presiding officer at said meeting and recorded on the minutes of its proceedings*) to be transmitted to the Regents of the University pursuant to the provisions of their ordinance in such case made and provided.

All which is hereby, or herewith, done in obedience to said order this day of, &c.

A. B. President, or President pro tem.

* (as the case may be.)
of Academy.

* It is proper to have the trustees' part of every report entered on their minutes—as it is an important part of their proceedings, and a record or copy of it will be required for reference in making future reports; but the teachers' part of the report it is not necessary to have entered on the minutes, as that is no part of the proceedings of the trustees as a corporate body, and will not probably be required for future reference.

Affidavit above referred to.

County of ss.—A. B. being duly sworn or affirmed (as the case may be) deposeth and saith, that he is one of the trustees of academy, (whose annual report to the Regents of the University immediately precedes this affidavit) that he officiated as the presiding officer at the meeting of the trustees of said academy referred to in the concluding part of said report—that he is acquainted with the contents of said report—that said report is made in the form required by the latest instructions received from the Regents of the University, and that the statement of facts therein set forth is in all respects true according to the best of his knowledge, information and belief.

A. B.

Sworn before me this day of, &c.

The trustees' part of the report ends with the affidavit, the form for which is above given. The teachers' part makes up the residue of the report. It consists of a statement or schedule of the names, ages and studies of the students claimed by the trustees, in their part of the report, to be classical students, or students in the higher branches of English education, or both. The two parts of the report, although they relate to very different subject matters, are so connected by mutual references to each other, that they must be annexed together, before the affidavit to either can be sworn to—as the fact of such annexation is part of the matter stated in each affidavit. This caution would not have been given but for the circumstance that cases have often occurred where the two parts of the report have been sworn to, without being annexed, or in any manner connected together, and in a few cases they have been actually forwarded to the Regents, at different times, thereby literally, but no doubt unintentionally, falsifying the reference in both.

The statement, or schedule, above referred to, should be prepared and sworn to by the principal of the academy; but in case of his death or absence, it should be made and sworn to by some other teacher, if there be any, acquainted with the facts to be stated; or if there be no such other teacher, it must be made and sworn to by some one of the trustees—stating the reason of his making it, the sources of his knowledge or information, with his belief as to its correctness, &c. The following form for the schedule is substantially the same as that contained in the edition of instructions published in 1836; no occasion for any alteration having occurred since that time.

The following is the statement (referred to in the annexed report from the students claimed by the Trustees of said Academy, to have pursued, for four months or upwards of the year mentioned in said report, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the ordinance of the Regents of the 18th of March, 1828, with a specification of the different studies pursued by each of said students, and the length of time the same were pursued in each quarter or term of said year, said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each book so studied being also stated, with the time spent in studying the same, during each of said terms.

Name of student.	Age.	Studies pursued for the quarter or term ending the	Studies pursued for the quarter or term ending the	Studies pursued for the quarter or term ending the
1. A. B.	15	$\frac{1}{3}$ of Paley's Moral Philosophy, 3 m. 3 first books of Euclid, 2 m.	Paley's Moral Philosophy, finished, 3 m. 3 next books of Euclid, 3 m.	100 pages of Cicero de Oratore, 3 m. 2 books Cesar's Com. 2 m.
2. C. D.	14	Same as No. 1.	Same as No. 1.	$\frac{1}{2}$ Blair's Lec. on Rhet. 3 m. $\frac{1}{2}$ Bonnycastle's Algebra, to $\frac{1}{3}$ of Tytler's History, 3 m. Quadratic Equations, 3 m.
3. E. F.	16	Latin Grammar, 3 m. $\frac{1}{2}$ of Corderius, 2 m.	$\frac{1}{3}$ of Viri Romae, 3 m. $\frac{1}{4}$ of Jacob's Latin Reader, 2 m.	3 books Cesar's Com. 3 m. Greek Grammar, 2 m.
4. G. H.	13	Same as No. 3.	Same as No. 3.	2 books of Caesar's Com. 1 m. 2 books of Virgil's Aeneid, 2 m. $\frac{1}{4}$ of Tytler's History, 2 m.

At the close of the schedule, an affidavit should be added, in the following form:

County of ss.—A. B. being duly sworn, deposeth and saith, that he is principal instructor of _____ academy, whose annual report to the Regents of the University is hereunto annexed; that the said report is made in conformity to the latest instructions received from the Regents of the University; that the annexed (or preceding) schedule contains a true statement of the names, ages and studies of the several students belonging to said academy on the _____ day of _____, or who belonged to it during part of the year ending on that day, and who are claimed to have pursued, for four months of said year or upwards, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the ordinance of the Regents of the 18th March, 1828; that none of said students are under the age of ten years, and that such of them as are claimed to be classical students, have actually pursued all the preliminary studies required by the first section of said ordinance, to make them such students; and that such of them as are claimed to be students in the higher branches of English education, had, *before they were considered as such students*, attained such proficiency in the arts of reading and writing, and obtained such elementary or preliminary knowledge, as is required by the second section of said ordinance to make them such students; that they have all pursued the requisite studies, and performed the requisite exercises in composition and declamation (except that females have not been exercised in declamation) for the period of time required by said ordinance to entitle said academy to a distributive share of the income of the Literature fund; the said exercises in composition and declamation having been as often, on an *average*, as once in _____ days. All which this deponent affirms to be true, according to the best of his knowledge, information and belief.

A. B. *Principal, &c.*

Sworn, &c.

In prescribing a form for academic reports, it is proper to reserve a place for such suggestions or remarks as the trustees or teachers of academies have to submit, either on their own account, or in answer to the inquiries made in a subsequent part of these instructions. Such a place may accordingly be here reserved under the general head of *remarks*, for all statements or suggestions not required to be verified by affidavit.

From the form for academic reports, which occupies so much of the preceding part of these instructions, it will be seen that several matters are now for the first time made subjects for report; and that much of what was before included in the report in some form, is now required to be reported on in a new and more elaborate form. The new requisitions thus made on academies relate almost wholly to the trustees, or to their part of the academic report; the teachers' part remaining substantially the same as heretofore. They are for the most part duties required by, or incidental to, the recent act of the Legislature relating to the future distribution of the United States deposite fund. That act having introduced an entire new principle of distribution, that of requiring every academy subject to the visitation of the Re-

gents, to shew property invested in suitable academic buildings, library and apparatus, to the value of at least \$2,500, as the only condition on which it can hereafter be permitted to enjoy any share of the public money; and the Regents of the University being required by the same act to judge of the suitableness and value of such property, which they can only do from written evidence, to be furnished by the trustees themselves, it therefore became necessary to be somewhat rigorous in prescribing the kind and character of the evidence to be produced. This consideration alone will justify the Regents for most of the new duties required from trustees. And if there be any thing required beyond what such a consideration would strictly warrant, it must rest on the authority of the Regents as the legal visitors of academies, that authority being of itself sufficient to authorize at least every thing required in the reports beyond what is required by the law.

The above remarks have been made in the hope of satisfying the trustees of academies that the new duties required of them are not unreasonable or unnecessary, and in the further hope that in consideration of the great benefits they are to derive from the Literature fund, and the important statistical information they will impart to each other by making their reports according to the new and more enlarged forms now prescribed for them, they will cheerfully comply with those forms without complaining of the great labor it may subject them to.

The form for the trustees' part of the report given in the preceding pages of these instructions is so full, and the directions for filling it up interspersed through it are so minute, that no further instructions will probably be required to enable them to prepare it. It is, however, proper in this place to call the attention of the trustees to a subject which, not being particularly referred to in the form of their reports, may escape their notice. It is that provision, in the recent act of the Legislature so often before referred to, which requires academies to have *suitable* libraries and apparatus, as well as suitable buildings, to entitle them to a share of the public money.

Suitable Library and Apparatus.

By the act of the Legislature above referred to, academies are required to have suitable libraries and apparatus, and the Regents are required to judge of their suitableness, as well as value. What the Regents will consider a suitable library and apparatus, is not yet determined by them; whether they will look only to quantity and value, or inquire into quality, remains to be hereafter determined by them, when they shall have full evidence before them of the actual condition of academies in respect to their buildings, library, apparatus, &c. It is, however, reasonable to presume, that they will require every academy to have some kind of a library and apparatus; so that whatever be the value of the buildings which any academy may possess,

if it have no library and apparatus it will not satisfy the conditions prescribed by law for the future distribution of the public money. In all such cases it will be necessary for the trustees to provide a library and apparatus of some kind before making their first report, although the value of their academic buildings may exceed \$2,500.

Teachers' part of Report.

The teachers' part of the report relates to subject matters of such a nature, as not to admit of the necessary instructions being embodied in the form prescribed for it; it therefore becomes necessary to give such instructions separately from such form.

The extracts from the Revised Statutes and the ordinance of the Regents of the 18th March, 1828, herewith published, should be attentively read by every teacher before he undertakes to make out his schedule of students, studies, &c. He will there find the following leading requirements:

Names and Ages of Students.

The names and ages of all the students included in the schedule must be particularly stated. The statute above referred to, if construed in its most rigid sense, would require the names and ages, as well as the studies, of all the students in the academy to be stated in the report; but the Regents consider the reasonable intent and spirit of the act to be satisfied, if the report state the names, ages and studies of the students claimed to be classical, or in the higher branches of English education. Where there is any omission of name, it is of course considered as a blank in the schedule; and where age is omitted, it is presumed to be less than ten years, and consequently the claim of such a student to a place in the schedule is rejected. The form of the teacher's affidavit expressly requires the names and ages of all students claimed to be classical, &c. to be stated. But notwithstanding that circumstance, it often happens that the *ages* of students are omitted, and the affidavit of the teacher is thereby falsified, not *wilfully*, but carelessly.

Studies pursued, &c.

Both the law of the State and the ordinance of the Regents require the different studies of each pupil, during each term or quarter of the year, to be stated in the report, together with the progress made in each study, as measured by the quantity or portion of each book studied. Such a requirement imposes a very laborious and troublesome duty on teachers; but as it is a requirement made by law, it cannot be dispensed with; nor would the Regents probably dispense with it, if they had the power, as no other requirement of equal efficacy could be substituted in its place—the subjects of study pursued, and the progress made in them, being the only practical data

on which the Regents can safely rely in making their distribution of the public money.

The deficiencies most commonly occurring in the teachers' report on the studies pursued, &c. relate either to the insufficient extent of the studies, or to insufficient description of them.

Insufficient Studies.

In respect to classical studies, the statute above referred to provides, that no student shall be deemed to have pursued classical studies, unless he shall have advanced at least so far as to have read in Latin, the first book of the *Æneid*. What particular studies are to make up the intermediate stages of the advance, or what in other words shall precede Virgil, not being specified in the statute, it became necessary for the Regents to specify it, which they accordingly did by their ordinance of 1828, in which it was expressly declared that no students in any academy should be considered classical scholars, until they should have studied so much of the common elementary prose authors in Latin, as is equal to one-half of Corderius, one-half of *Historia Sacra*, one-third of *Viri Romæ*, and two books of Cæsar's *Commentaries*, and should also have read the first book of the *Æneid*. The quantum of Latin study required to precede Virgil being thus expressly defined, in terms of the plainest possible import, it was not expected to be misapprehended or overlooked. Yet it has heretofore often been, and sometimes still is a subject of the most unaccountable misapprehension or neglect. Students passing directly from grammar, or other like elementary studies, into Virgil, in almost total disregard of the intermediate course prescribed by the Regents, are not only claimed to be classical scholars under the ordinance above referred to, but are sworn to be such by the affidavit of the teacher, which is thus falsified by his own showing; thereby affording melancholy evidence, if not of *criminal* delinquency, at least of reprehensible indifference, in matters of practical business.

Both the statute of the State, and the ordinance of the Regents above referred to, provide that no one shall be considered a classical student, until he shall have completed a prescribed course of study, ending with the first book of the *Æneid*; and as it is provided in another part of the statute, that classical studies shall be pursued four months in each year, to entitle a student to a share of the public money, it might at first view be inferred, that the four months here required must elapse *after* a student becomes *such* a classical one, that is, after his having completed the prescribed course above referred to. But such an inference is not in accordance with the construction given by the Regents to the law, which only provides *when* a student shall be considered classical for certain specified purposes. It does not define or alter classical studies. So that if the prescribed course ending with the first

book of the *Aeneid* be completed, and four months be spent in doing it, the requirement of the statute is satisfied, as much as if the four months had been spent in studies subsequent to Virgil.

In respect to English studies, the statute provides that no student shall be deemed to have pursued the higher branches of English education, unless he shall have advanced beyond such knowledge of Arithmetic, English Grammar and Geography, as is usually obtained in common schools. The studies preliminary to the higher branches of English education, which are here stated only in general terms, are more particularly prescribed and defined in the ordinance of the Regents above referred to; but neither that ordinance, nor the statute on which it is founded, prescribes or defines what shall constitute the higher branches of such education. And hence it often occurs in academic reports, that certain studies are claimed to have the rank of higher branches of education, which are not allowed by the Regents to be of that character. The following extract from a report made by a committee of the Regents in 1829, will exhibit the views *then* entertained on this subject, which have not been *since* materially varied.

"The ordinance of the Regents, prescribing the requisites and forms of the academic reports, defines the studies which shall be considered preliminary to the higher branches of English education, but does not define what those higher branches shall be. This omission in the ordinance is understood to have been made, partly on account of the difficulty of embracing in any definition, all the subjects of study which deserve the rank of higher branches of education; but chiefly for the purpose of reserving to the Regents the right of determining what shall be considered the higher branches of education, as they shall, from time to time, be presented in the academic reports. In the exercise of this reserved right, the committee have had no difficulty in considering all kinds of History, Geometry, Algebra, Botany, Rhetoric, Natural and Moral Philosophy, Logic, Chemistry, Book-Keeping, Surveying, Mensuration, Navigation, Astronomy, Trigonometry, Constitution of the United States or of this State, Grecian and Roman Antiquities, higher parts of Arithmetic, if particularly specified, Geography, with the use of globes or mapping, as entitled to be ranked among the higher branches of education; but they have had some difficulty in determining on the character which ought to be given to the study of modern languages other than English, such as French, German, Spanish, &c. These subjects of study do not strictly come within the range of an English education, nor can they be considered parts of the classics. They nevertheless appear to the committee to be equivalent in merit to most other subjects of study which are specially favored by the Regents. The committee have, therefore, placed the students engaged in these studies, on a par with classical scholars, or scholars in the higher branches of English education.

"In some of the academic reports, Geography, English Grammar and Arithmetic, are claimed to be higher branches of English education; but in all cases where such a claim has been made without any specification to show what particular parts of those branches have been studied, the committee have invariably rejected the claim, considering such studies not above the ordinary grade of studies in common schools."

Another committee of the Regents, in a subsequent report on the same subject, made with special reference to the study of Geography, submitted the following remarks:

"In the report of the committee of distribution for the last year, the study of Geography, with the use of globes or mapping, was included among the studies appertaining to the higher branches of English education. The present committee do not propose to reverse the decision of their predecessors in respect to that study, but only to add what they consider an implied qualification of it. Geography, with the use of globes, is rightly considered as one of the higher branches of English education, provided the study of it be pursued at a proper time and in a proper way. The proper time for such a study is after the student has gone through with the elementary books on Geography, and the proper mode of studying the use of the globes is by demonstrating or performing the problems relating to the globe, as laid down in any of the approved works on the subject. The study of Geography in its elementary stages, accompanied by an exhibition of the globes or a reference to the use of them, or by the exercise of mapping, is not such a study as was intended to come within the definition of any of the higher branches of any English education."

In a still later report, on the same or similar subjects, the following remarks were submitted:

"In some reports, Geography, with the use of globes, is claimed to be among the higher branches of English education, without any designation of the kind of Geography studied, &c. but such claim cannot be allowed; none of the elementary books on Geography can be considered "*higher branches of education*," as they are expressly declared by the act of the Legislature and the ordinance of the Regents before referred to, to be preliminary to the higher branches. But after the elementary study of Geography be completed, if the student enter on the study of the more advanced parts of it, such as Physical Geography, &c. as found in the largest edition of Woodbridge, Maltebrun, &c. and especially if such study be accompanied by exercises on globes, it ought to be considered among the higher branches of education, and where its character is shown by sufficient specification in the reports, it has been uniformly so considered by the Regents. The same remark may be made in respect to Arithmetic; its elementary parts, as defined

in the ordinance of 1828, not being considered among the higher branches; but the more advanced parts, if sufficiently specified, being so considered.

"What actually constitutes the higher branches of English education, is not defined by any act of the Legislature, nor by any ordinance of the Regents. This omission is not accidental; but is owing to causes which have been fully stated in former reports made by committees of distribution, and published for the information of the academies. But the studies required to precede the higher branches of education are specially defined in both the law of the State and the ordinance of the Regents; and it was certainly reasonable to expect that none of the studies thus declared to be preliminary to the higher branches, would be put forth as part of such branches; but such expectations have not been realized. In some of the reports, such studies, or others equally inferior, have been treated as higher branches of education; but the claim to have them so considered has in all cases been overruled by the committee."

It will be observed, on attentively perusing the ordinance of the Regents of the 18th March, 1828, (herewith published,) that there is a material difference between classical students and students in the higher branches of English education, in respect to the mode of computing the period of study. If a student spend four months of the year in classical studies preliminary to Virgil, and in the first book of the *Æneid* of Virgil, he is a classical student, within the meaning of the ordinance under consideration; but if he spend any length of time in the studies preliminary to the higher branches of English education, (specified in the second section of the said ordinance,) he does not thereby entitle the institution to which he belongs to any share of the public money: he must, *after* having actually pursued all the preliminary studies, and acquired all the knowledge prescribed in the second section of said ordinance, have spent at least four months of the year in the study of the higher branches of English education. If the distinction here stated, between classical and other students, be well understood, much of the difficulty heretofore experienced in making out the academic reports will be obviated.

It was observed, in a former part of these remarks, that the most common deficiencies in academic reports might be traced, either to insufficient extent of studies pursued, or to insufficient description of them. Deficiencies from the former source having been fully noticed, it only remains to consider those from the latter.

Insufficient Description.

The statute so often above referred to requires a description or particular statement of the studies pursued by each pupil, with the books studied in whole or in part, and if in part, what part.

The subjects of study, as well as the books used in studying them, are here required to be stated. It is not sufficient to state either alone. In some instances, the subject studied, such as history, astronomy, &c. is stated without any mention of the text-books used: but as the extent and character of any study depend much on the books used, such a description must be considered entirely insufficient.

Another instance of insufficient description is where studies are described by the words "*the same as last*," leaving it uncertain whether the last preceding term or last preceding student be referred to. Such references are proper when there is no ambiguity attending them, as in the form herewith published.

But the most common fault, under the head of insufficient description, lies in not stating how much of each book is studied. In such cases, we are to intend that the whole book has been read, yet as the time spent on it is given, it often falsifies such intendment, as well as the affidavit of the teacher, in which such intendment is in *effect* sworn to. To specify all such particulars is, I am aware, attended with a great deal of labor, and not unfrequently with great difficulty, particularly where there are changes of teachers during the year for which the report is made. But as both the law of the State, and the ordinance of the Regents, require the trustees or their teachers to state the part of each book studied during each term, with the time spent on it, &c. the duty cannot be dispensed with.

If there be only three terms in any academy during the year, that is, if any term be intended to be one-third of a year, although, on account of vacations, it may not embrace four full months, yet for all practical purposes it may be considered as four months.

Meteorological Returns.

The meteorological reports from *some* academies are so deficient, notwithstanding all the instructions which have been heretofore given on the subject, that the Secretary finds it necessary to be more particular in his remarks than he has heretofore been. The form of registering meteorological observations for each month, as given in a subsequent part of these instructions, must be *strictly* and *literally* followed in every part and particular of it. In some few reports, the half monthly means are not added up or ascertained, and in *one* instance, *vulgar*, instead of decimal fractions, were used in stating the mean of each day, and the vulgar fractions thus used had different denominations, so as to require the process of a reduction to a common denominator, before they could be added up. In some cases the number of days of each particular wind, &c. is not stated, and where they are stated, they often amount *together* to more days than there are in the month, which is plain proof that the account is carelessly kept. All such and other like er-

rors are sure to be detected, as every page of every meteorological report, must of necessity be examined *critically*, in order to make out the meteorological abstract which accompanies every annual report of the Regents to the Legislature. Such errors cannot be hereafter tolerated, and the Secretary submits for the consideration of those teachers of academies who are careless in keeping their meteorological journal, whether they do not subject the institutions in which they are employed to the risk of losing their distributive shares of the public money, by their delinquency in the discharge of their duty.

Annual abstracts must be made out at the end of the monthly tables, and returned with those tables to the Regents. See the form of such abstracts in a subsequent part of these instructions.

The above remarks on defects in the returns of meteorological observations, are made in this place to make sure of their being read by teachers who make out the returns. In a subsequent part of these instructions, many other remarks are made on the same subject, which all teachers who are desirous of having their returns correct will not fail to consult.

The labor of taking, registering and returning meteorological observations, is admitted to be great, and to show the sense which the Regents of the University entertain of such services, and the efforts made to provide a suitable compensation for them, the following extract from the report of the Regents to the Legislature, made in 1837, is herewith published:

" Meteorological returns from some of the academies have sometimes been charged with detected errors, and often suspected of concealed inaccuracy, either in the observations as originally made, or in the registry of them as returned to the Regents. Without undertaking to defend all the academies against such charges or suspicions, it seems due from us, in justice to them, not to overlook whatever circumstances may be offered in mitigation of their occasional delinquency. Of such a character is the circumstance, that the labor of taking and registering meteorological observations is always considerable, and often inconvenient, requiring regular attendance at fixed and frequent intervals for every day and night throughout the whole year; the number of such observations required to be taken for every twenty-four hours being always at least eight, and sometimes more. To all this should be added, as a probable cause, if not a valid excuse for error, the further circumstance, that the amount of labor thus required from the principal or some of the teachers of every academy is gratuitous, no pecuniary compensation being provided for it. If the Regents were empowered to allow a reasonable compensation for such services, they might probably correct or prevent most of the errors complained of, by requiring meteorological observations to be taken at only a limited number of academies, to be selected for the purpose at suitable stations in different parts of the State; and by requir-

ing from such academies, in consideration of such selection, and of a reasonable pecuniary compensation, to be annually allowed for the service, a more careful discharge of their duty, and a more strict compliance with the instructions of the Regents. If the plan here suggested should be adopted, the Regents might, in addition to the observations now made only with the thermometer and rain-gage, require similar observations to be made with the barometer and hygrometer, which it is believed would be of considerable value, while the additional labor of making them would be inconsiderable."

The Regents of the University in their next annual report, that of 1838, after advertizing to the above suggestions, solicited again for them the attention of the Legislature; but no legislation on the subject has as yet taken place.

Uniformity of Academic Reports.

Another defect in the academic reports, which has much increased the trouble of examining them, is their want of uniformity. A form for the reports has been prepared by the Secretary, and ample instructions given for filling it up; but the teachers of several academies, rejecting the form thus prescribed, have substituted a different one of their own, which, although it may contain the substantial requisites of the one provided for them by the Secretary, must necessarily, by its non-conformity to the established form, add much to the labor of examination. In some instances, the students claimed as classical or in the higher branches of English education, are put down promiscuously with all the other students in the academy, thus subjecting the Secretary or examining committee to the unnecessary trouble of separating one class from the other. In other cases, the students claimed as classical, &c. are put down or named in reference to every quarter or term of the academic year, and the studies pursued in it; instead of naming the students only once, and putting down against their names the studies for all the terms of the year in immediate succession. The difference between the two modes of making the returns, in respect to the labor of examination, &c. is very great.

It is desirable to have the academic reports uniform, not only in matters of substance, but also in matters of form. Some reports have been made so as to form a *roll*, which is very inconvenient, both for filing and examination. They should be in the form of a book, like this circular. All the sheets should be attached to each other; otherwise the affidavits which refer to them as attached, will be insufficient. But the meteorological journal should not be attached to the report; as the report, when received, is to be only folded and filed away, while the journal is to be bound up into a volume for preservation and reference. The size of the paper should be that of common foolscap, that the returns from all the academies may be conveniently bound together. All reports should be forwarded so as to be received by the Se-

cretary on or before the first day of February in each year, and if sent by mail, the postage must be paid.

In the preceding editions of these instructions, the Secretary of the University, availing himself of the opportunities they presented for cultivating a more intimate relation, and establishing a more enlarged correspondence with the academies addressed by him, invited the special attention of their trustees and teachers to certain suggestions or inquiries, arranged under the following general heads:

Extent of Elementary Studies.

There is reason to believe that in some academies the elementary branches of education, such as reading and writing, considered as arts to be perfected by practice, and orthography considered as a subject of knowledge to be acquired by study, are practically, if not avowedly, treated as matters of too humble a rank for academic study; it being understood to be presumed, that such inferior branches of education have been sufficiently attended to in common schools, whose peculiar province it is to instruct in them. And such a presumption must be admitted to be reasonable to a certain extent; as all students who are pursuing subjects of study appropriate for an academy must of necessity have passed through the customary course of a common school education, in which reading, writing and spelling, must have formed a necessary part. But it does not therefore follow that these elementary branches of education are not to be any longer cultivated in academies; for whatever proficiency in them may have been made by scholars in the early stages of their education, if their knowledge of them be not kept alive, and matured by repeated exercise, during almost the whole period of their minority, they will probably lose much of the benefit of their early acquirements. In this view of the subject, it becomes desirable that the trustees should state in their report, how far exercises in reading, writing and spelling, are required of the higher classes in their academy. The information desired of them can readily be obtained from their teachers, and it is hoped it will not be withheld, either on account of the trouble of procuring it, or any supposed immateriality of it when procured.*

Pronunciation of the English Language.

The trustees or teachers of academies, are also requested to state in their report, under the general head of remarks above referred to, what degree of

* In the Albany academy, exercises in *spelling* are required as a part of the regular course of study in the lower departments, and as often, at least, as once a week, in the higher departments. Reading and writing are also particularly attended to, especially the latter; as a good hand writing, whether considered as a polite accomplishment, or a practical art, increases in value as society advances in civilization and refinement. Considered as an art, the demand for it in this country is already so great, that it will at any time supply to its possessor (in case his other reliances fail him) the place of an actual capital yielding a competent and respectable livelihood. The saving of *time* in reading what is well, compared with what is poorly written, is so great, that it is considered good economy to pay an extra sum for good writing.

attention is paid in their academy to the correct pronunciation of the English language, and what standard of pronunciation is adopted by them. If the established rules of pronunciation be taught theoretically, and all errors, in the practical application of them, occurring in the ordinary recitations of scholars, and in their daily intercourse with their teachers, be promptly and openly corrected as often as they occur; and especially if such a course be pursued, where it is most needed, in the use of proper names of *persons* and *places*, there is no doubt, that every scholar of ordinary aptitude for learning, would, in an ordinary course of academic education, acquire a practical knowledge of correct pronunciation, which, growing finally into an involuntary habit, he would carry with him through life. Such an acquisition would certainly be of great value, although if gained in the way here suggested, it would cost nothing in money, and very little in time; and scholars thus educated would not exhibit (what has sometimes been witnessed in others to the great disparagement of their teachers,) the discreditable contrast of being always able, and sometimes ambitious, to detect the slightest shade of error in quantity or accent of Latin and Greek words, which they will probably seldom, if ever, have occasion to use in after life; while they are unable to detect in others, and commit daily in themselves, the grossest errors in the pronunciation of words in their own language of the most daily use.

Subjects of Study.

In respect to the subjects of study proper to be taught in academies, the Secretary, without pretending to claim any right to speak authoritatively, and certainly without wishing to obtrude his own opinion on others, hopes it will not be thought either out of time or place, for him to suggest, that as the current of public sentiment has, for many years, been setting gradually but irresistibly in favor of a course of education *more* and *more* practical than any before established, it would be desirable, as it would tend to promote the popular cause of practical education, if the trustees and teachers of academies were to state whether, in the course of instruction established by them, (particularly in reference to students who are not expected to extend their studies beyond the limits of an ordinary academic education,) any, and what, discrimination is made by them, in the various subjects of academic study, between what is *most*, and what is *least practical*.*

* To illustrate what is here meant by practical subjects of study, the following remarks are submitted:

The study of Roman antiquities, including whatever of constitutional law Rome possessed, with a minute description of manners, customs, habits, ceremonies, &c. has long been pursued in many of our academies and higher seminaries of learning, and the time commonly spent on them is greater than would be required to study the great principles of our own constitutional law, with selected parts of our civil jurisprudence most applicable to the common concerns of life, such as the solemnities required in wills and other instruments, the proceedings necessary to charge endorsers of promissory notes, the statute of limitations, the law of inheritance, the

The information received from several academies in answer to the preceding inquiries, as well as their own suggestions on the various subjects proposed for their consideration, having subserved the very useful purpose of communicating from one academy to another (through the medium of the published reports of the Regents of the University) any peculiar views entertained, or any special improvements made or suggested by them on the

recording act, the common school and highway acts, the right of suffrage and the principles of the election law, with the duties required by law from state, county and town officers, and such other matters as are of like applicability to the daily occurrences in common life. A general knowledge of these latter subjects of study would certainly reward the student with much greater benefits in after life than any thing to be obtained from the study of Grecian or Roman antiquities. Yet it not unfrequently happens that scholars who spend *quarter after quarter* in the study of such antiquities, and who are familiar with all their minutiae, can answer hardly any of the most important questions on our own constitutional law and practical civil jurisprudence. The antiquated constitutions, laws, manners and customs of Greece and Rome, are mere subjects of regular study, and cultivated with great assiduity, in several of our academies, while the study of the living practical subjects of our own constitutional law, and the every day occurring principles of our civil jurisprudence, is not admitted as a part of the academic course.

I am not to be understood as intending to disparage the study of Grecian or Roman antiquities, where the student of them is preparing for a liberal education, or aspires to become a man of learning. To such, the study is indispensable; and to all students of the Latin or Greek language, however limited may be their views, the study is proper, as tending to illustrate the authors read by them; and indeed, a general knowledge of the antiquities of Greece and Rome, would be commendable under any circumstances, as it would greatly facilitate the study of Ancient History, and every thing connected with antiquity. But it does appear to me, that the study of our own constitutional law and practical civil jurisprudence, ought to precede, or be concomitant with, that of Grecian and Roman antiquities; and for the same reason, that the necessities of life are first to be secured before its luxuries are to be sought for; and if a student be so restricted in time, that only one of these subjects of study can be attended to, the former should always be *preferred* to the latter, instead of the latter being (as is sometimes the case,) studied to the *exclusion* of the former.

Until recently, we have not had suitable books for the study of the practical subjects above referred to; but a compendious treatise on the outlines of constitutional law, prepared by W. A. Duer, L. L. D. President of Columbia college, and late a Regent of the University, for the use of academies; and a more recent treatise, under the name of "The Young Citizens' Manual," being a digest of the laws of the State of New-York, and of the United States, relating to crimes and their punishments, and of such other parts of the laws of the State of New-York relating to the ordinary business of social life, as are most necessary to be generally known, with explanatory remarks," prepared by Alfred Conkling, Judge of the District Court of the United States for the Northern District of New-York, are now before the public, and favorably known as school books. A small treatise on the duties of state, county and town officers, prepared and published at Utica, is also before the public, and with the like favorable reputation. The books above referred to have all been introduced into the Albany Academy as text or class books, for the study of the subjects to which they relate, and which have for some time been considered as integral parts of the regular course of study pursued in that institution.

In almost all the higher branches of education taught in our academies, there are parts immediately applicable to the practical purposes of life, while other parts, although not altogether inapplicable to those purposes, are of an abstruse or speculative character; being designed rather to gratify a taste of philosophical or abstract inquiry, than to subserve any very useful or practical purpose. They are all proper subjects of study, without much discrimination, where students have time enough to attend to them, and have already attended to the more practical parts. But students who are restricted in time, as happens probably to a majority in our academies, and whose great object is to acquire knowledge which will best subserve their future purposes of life, should carefully discriminate, or rather their teachers should discriminate for them, between what is practical and what is abstruse or speculative.

To the objection urged against the study of the abstruse or mere speculative parts of science, the answer commonly given is, that the object of such study is not so much to acquire useful knowledge as to exercise and improve the understanding of the learner. But this answer, although it meets the objection in part, does not satisfy or remove it, for while the fact of such exercise and improvement be not denied, it is equally undeniable that the understanding of a pupil may be as much exercised and improved by studying more useful and practical subjects; and the benefits to him will be thereby doubled; for while he improves his understanding, he stores his mind with useful knowledge.

On most subjects of study, knowledge acquired is as the time bestowed. The same time spent in studying the most worthless, would have served to gain the same amount of knowledge of the most useful. How wise then to bestow our time on the one! how unwise to waste it on the other!

subject of education, it occurred to the Secretary of the University, while preparing the last edition of these instructions, that similar inquiries might, with a prospect of similar success, be extended to various other subject matters not less worthy of notice than those already enumerated. The limits, however, necessarily prescribed to him on *that*, as on the *present* occasion, have not permitted such inquiries to be extended beyond one or two topics.

Physical Education.

Education considered in its most extensive sense, that of being a process for improving individuals of the human species, to the full extent of their capabilities, includes physical as well as intellectual or moral improvement. According to the best established theories on the subject, education is held to be properly divisible, and is now commonly divided into three great departments, distinguished in reference to their different subject matters, into *physical*, *moral* and *intellectual*. Of these several departments, the intellectual being considered the most appropriate, if not the most important, for public instruction, has always received, and will doubtless continue to receive in all public institutions, much the greatest share of public attention. Until recently, indeed, in most of our academies, as well as colleges, *intellectual* was cultivated to the almost total neglect of *physical*, if not of *moral* education. But since the principles of Physiology, as applied to the human system, have been more thoroughly investigated, and their value more justly and generally appreciated, *physical education*, which depends on the knowledge of such principles, has risen in public estimation to a much higher rank than it formerly held. A knowledge of the laws of *health* or of the means of preserving it, which was once chiefly confined and thought properly to belong to physicians only, has finally found its way into many of our public schools, where it is now cultivated as a regular branch of public instruction.

To *cure* disease is admitted to be the *peculiar* office of a physician; and no encroachment on his professional province in that respect is intended or ought to be allowed; but to *prevent* disease, which ordinarily consists only in knowing and obeying the laws of health, or in fulfilling the conditions prescribed for its enjoyment, is not a matter of like professional or exclusive *monopoly*. Nor is it so considered by physicians, many of whom are among the most strenuous advocates for making physiology, and particularly that part of it which relates to the laws of health, or the means of securing and preserving the human system in its best possible condition, a subject of regular study in all our institutions for public instruction. And so general has public sentiment now become in favor of such a study, that nothing but a want of suitable text-books has prevented its general introduction into our public schools.

In view of such considerations, it becomes desirable to ascertain what degree of attention is paid in any of our academies to physical education, considered with special reference to health, or to the best possible development of the corporeal or animal functions. The trustees or teachers of academies are therefore requested to communicate in their future reports to the Regents, the information desired on the subject above proposed, particularly in as far as it relates to ventilation of school rooms; corporeal position of scholars in school, and gymnastic or other exercises out of school, &c.

The teachers of some academies, while professing to furnish the information as above requested, have described the peculiar advantages, or facilities, for ventilation which their school rooms possessed, without stating the important fact, whether and how they practically avail themselves of such advantages or facilities. That it may be seen what importance is attached to such matters elsewhere, the following extract from the regulations or instructions established for the government of a Normal school of distinguished celebrity at Edinburgh, is subjoined:

"Great attention should be given to the ventilation of school rooms, so that on no account, even for a few minutes their inmates, shall breathe bad air. The privileges and advantages of ventilation must be dwelt on; the temperature of school rooms must be attended to; there must be no constrained posture either in standing or sitting; no injury to the spine by want of back support in sitting; and no confinement for more than an hour at a time without exercise in open air, with the benefit of rotary swings and other safe gymnastics; rooms when empty, to be well aired by cross windows; and such airing to be repeated hourly when practicable."*

These regulations are minute, and may at first view appear unimportant; but not so, it is believed, after further reflection. The importance of ven-

* In the Albany Female Academy the trustees, some years since, established the following regulations on the subject of ventilating their school rooms, which have ever since been strictly enforced, and with the most beneficial results:—"It shall be the duty of the steward to see that the whole academy edifice be kept at all times ventilated in the best practicable manner, and to secure such ventilation, which the trustees consider of the very first importance, it is hereby made the special duty of the steward (until a suitable ventilator through the ceiling and roof, above the upper hall, shall be constructed) to lower or cause to be lowered, after the exercises of each day shall be closed, as well in the winter as in the summer season, an upper sash of one or more of the windows in each of the rooms in the academy which shall have been occupied during the day, and to cause the same to be kept so lowered during the summer season for the whole night, except in rainy, or other unsuitable weather, and in other seasons of the year to cause the same to be kept so lowered for at least an hour each day, and at all times, when the weather will permit, to keep the upper sash of one or more of the windows in the chapel (being an upper room) down both night and day, and also to keep, during the day time in the summer season, and whenever the weather will permit in other seasons of the year, the front or outward door, opening into the lower hall, open, by fastening the same back, and also to keep one of the sashes in the windows of the halls above, either up or down, so as to admit of the constant entrance of fresh air."

It is proper to state in connection with the subject of the above note, that the trustees of the same academy have established a regulation on another subject which they consider of equal importance—that of providing seats with backs, so that no pupils in their academy shall be permitted to sit without suitable *back* supports. The object of such a regulation is too obvious to require explanation, and it is hoped that it only requires to be presented to the notice of trustees and teachers to secure its adoption in all our academies.

tilitation, especially, cannot well be overrated. It is a subject which has recently attracted much public attention, both in this and in other countries, and it is now undergoing a course of investigation and discussion, which is expected to lead to the most beneficial results.

Extent of Study Memoriter, or by Rote.

To suffer a pupil to learn the demonstration of a mathematical theorem by *rote*, which is a mere artificial drill on the memory, without the exercise of the understanding, would be condemned as *absurd*. On the other hand, to require a pupil, in adding or multiplying numbers in arithmetical operations, to rely on his understanding solely, without any aid from artificial memory, in the use of addition or multiplication tables, would be equally *absurd*.—Hence it is plain that *some* subjects of study must be addressed chiefly to the understanding, while *others* require only the aid of memory. To the former class, belong all conclusions drawn by reasoning from pre-established premises, whether on moral, mathematical, or physical subjects. And of a kindred, although not of the same character, are all such matters as, being connected by certain affinities, may, when once learned in that connection, be recalled to mind by a principle of association, which in such cases supplies the place of artificial memory. To the other class, that of things requiring to be learned by rote, belong all isolated facts as well as ultimate principles. And if, for the purpose of securing a more ready command over them, we treat as belonging to the same class, many facts not wholly isolated, as well as many principles not strictly ultimate, we shall probably find it tend much more to effect our object, than to depend for their remembrance in time of need, on the uncertain power of recollecting them from their relations to other things; for it will be found that in proportion as such facts and principles have been learned by rote in early life; so will commonly be their subserviency to practical purposes in after life. Let any one of mature age undertake to estimate the value of having a ready command over such facts and principles, and, unless his early education shall have been different from the common course, he will regret that his store of them is not more abundant; and if it were possible for him to recal and revise what is past, it cannot be doubted, that to enlarge that store would be among the first acts of his revision. How many matters once well understood in their *rationale*, but long since forgotten, he would make the subjects of study by rote, reiterating their impression on his memory for the same reason, if not to the same extent, as in early life he did the common addition and multiplication tables, or the common rules in grammar and arithmetic. How industrious would he be in treasuring up for future use, such matters as the specific gravity of bodies—their constituent parts and proportions, with other like important truths in chemistry and physics—the leading dates and events in history, topographical statistics, with many other matters alike important

for future reference. Nor would he, in laying up such a store of knowledge, fail to include in it some of the leading principles of science; such for example, as the universal law of gravity—*attraction inversely as the square of distance*; or the law of falling bodies—*spaces described as the squares of the times*; or the fundamental principle in mechanics—*equality of products from moving power and resisting weight multiplied each into its own velocity*; or separately—*momentum, as quantity of matter multiplied into its velocity*; and such also as the important law of fluids—*pressure, as depth independent of breadth, with resistance to bodies moving in it as the square of their velocities*; or such as the sublime discovery in astronomy—*planets all moving in elliptical orbits, each describing equal areas in equal times, with the squares of their periodic times, as the cubes of their mean distances from the sun*. How greatly to be desired would be a knowledge of such principles always at command; and yet if we depend for our knowledge of them, on having once demonstrated them, how frail will be the dependence! how transient the knowledge! While on the other hand, if such knowledge be artificially impressed on the memory, like that of other things learned in early life by rote, how lasting it becomes! The demonstration of the principle may long since have been forgotten, but the principle itself will remain.

From a course of remarks similar to the above, in the last edition of these instructions, it was, as I have been informed, inferred by some, under whose notice the remarks happened to fall, that the writer of them intended to recommend study by rote, in preference to study by demonstration; thus exalting the faculty of memory to the debasement of that of the understanding. And it must be admitted that from certain unqualified expressions inadvertently used on that occasion, such an inference would seem to be in some measure warranted. But no such inference was intended or foreseen. The writer would hope to be among the last to disparage intelligent study, or to enlarge the province of memory by encroaching on that of the understanding. The only position intended to be taken by him was simply this—that there are many principles, which being once learned from demonstration ought to be afterwards inculcated by rote; not that they were to be *originally* learned in that way, but only so inculcated *after* first being demonstrated in the ordinary way.

The position thus qualified and explained is still maintained, and may, I think, be easily defended. Let us illustrate it by a few practical cases. Suppose it be required to compute the superficial areas of different figures: how important to have at command the principles on which the computation depends; such as the area of a parallelogram being equal to the product of its base into its altitude—of a triangle to one half such product—of a circle to the product of one half its radius into its circumference, and of a sphere

to four times that product. So if we wish to compare the areas of different figures, how desirable to know that the areas of all similar figures are as the squares of their corresponding or homologous sides—or if it be required to compute the solid contents of bodies, how convenient to be able to apply at once the principles of the computation—such as a cone being one-third of a cylinder of the same base and altitude—a sphere two-thirds of a cylinder circumscribed around it and having the same altitude—with innumerable other cases of a similar character. Or if we change the field of illustration from geometry to physics, we shall find equally striking instances of the same general truth; such for example as the case of a traveller desirous to measure the depth of a precipice, on the top of which he stands. How important, for that purpose, that he should know without recourse to books, that if he throw down a stone it will fall sixteen feet the first second, forty-eight the next, and so on—the spaces described being always as the squares of the times of descent; so that if he have with him a watch beating seconds, or for want of that, if he refer to the beatings of his own pulse, in an ordinary state, he can ascertain with sufficient accuracy the depth of the precipice to be measured. Again, if we are acquainted with the specific gravities of different bodies, and have the knowledge so stored in the memory as to be always available, how convenient it would be for practical application in estimating the weight of stone, iron, &c. Or to be more particular, suppose a traveller wishes to ascertain the height of a mountain he is about to ascend. If he has had the good fortune to learn and retain in memory, the specific gravity of mercury and atmospheric air, he will, on comparing them, find the former about 12,000 times heavier than the latter, from which he will at once infer that one inch of mercury is equal in weight to 12,000 inches of air—or in other words, that a fall of one inch in his barometer indicates an ascent of 12,000 inches, or 1,000 feet, up the mountain.

To illustrate the value of knowledge at command, I will only refer to one other case, that of ascertaining heights and distances from the sphericity of the earth. Every mile of even surface, such as that of water, curvates from a straight line eight inches—two miles, thirty-two inches—three miles, seventy-two inches, or six feet; the curvation being always as the square of the distance. Hence if we are acquainted with the simple principle here stated, we may measure heights by distances, and distances by heights, with only one of them given or ascertained; and if our knowledge of the principle be always at command, how convenient it would be for practical use when a ship at sea first discovers the top of a mountain, light-house, or other object of *known* elevation; for by knowing its elevation, its distance may be at once ascertained; so if the distance be known the elevation of the mountain may be in like manner ascertained.

The principle involved in all the cases referred to in the preceding re-

marks, in defence of the position there assumed, ought, I admit, to be demonstrated, so far as it may be demonstrable, by every student, on his first undertaking to learn it; and he should be kept to the demonstration until he fully comprehends it. But after that be done, I hold, and have in the preceding remarks endeavored to show, that the principle itself without the demonstration should be inculcated on the memory in the same manner as if it were to be learned only by rote. Demonstrations in their best form are too complex, and in their common form too artificial to be long retained in memory; but principles, abstracted from their demonstrations, and expressed with suitable concentration of thought and language, are not more difficult to be learned and retained by rote, than most other things which it is common to learn and retain in that way. Take for example the principle involved in one of the cases above referred to, that of measuring heights and distances from the sphericity of the earth. The demonstration of the principle would occupy considerable time, and require much thought, but the principle itself may be concentrated almost to a point, such as—*the surface of the earth curvates from any given point, according to the square of the distance, being for a single mile eight inches.* The demonstration of such a principle, it would be difficult for most persons to retain long in memory, but the principle itself being once learned by rote, nothing would be easier than to retain it; it would indeed remain of itself, like every thing else which becomes habitual or involuntary.

The chief object of the preceding remarks is to present for the consideration of academic teachers, what is thought to be an important subject, and to invite them in their future reports, to communicate as mere matter of fact, how far the mode of instruction pursued by them is in accordance with the principles involved in those remarks.*

* The writer of these instructions intended at first to present, for the consideration of academic teachers, another subject—that of *composition*, considered as a scholastic exercise; but having already reached, if not gone beyond, the limits prescribed to him, he is prevented from executing his first intention. He cannot, however, forbear to present, in the most unpretending form, that of an appendix *note*, a few brief suggestions on the subject above referred to.

Composition is an exercise requiring two different operations of the mind—originating or carrying on a train of thought, and expressing it in language. How intimately these operations are connected, and how wonderfully they act and react on each other, it is not here proposed to inquire; all I propose now to do is to offer a few remarks on composition, considered in reference merely to *language*.

Language, in whatever point of light it may be considered, resolves itself ultimately into the use of outward signs for expressing inward thought or feeling; words being nothing but signs, and their meaning the things signified. In reading printed, or hearing spoken language, which is more or less the daily occupation of almost every person, we are constantly passing from the sign to the thing signified—from words to their meaning; and hence we become so familiar with their connection in that order where the sign is first presented, and the mind always passes from that to the thing signified—that we are never embarrassed in the ordinary exercise of reading written, or hearing spoken language. A man of common education will read a common English book a whole day, without being at a loss for the meaning of a single word in it. The reason undoubtedly is, that during his early education it was his daily practice to learn, and in after life to apply words and their meaning in the order in which they are always presented in *reading*. But how immeasurably different with the same man (supposing him to be of the ordinary class,) is the same exercise when reversed—that is, when he is required to pass from the *thing signified* to the *sign*—from thought to language or expression—

Distribution of the Literature Fund.

The Literature fund is now under the care and management of the Comptroller of the State, in the same manner as the Common School fund.

which constitutes the whole exercise of composition, as we are now considering it. He hesitates—is embarrassed—and at a loss every step he takes; not because he is ignorant of the meaning of words, or of their connection, considered as signs, with thought, as the thing signified; but because he is not familiar with that connection presented in that order, where the idea or thing signified comes first, and the word or sign of it last. Only give him the sign first, and he passes instantly to the thing signified, because he is daily accustomed to such an operation—to seeing words or hearing sounds, and connecting them with their appropriate meaning.

To show how much depends on the order in which we are accustomed to learn things, we have only to refer to our knowledge of the common alphabet, where we shall find every thing depending on the order in which its letters have been learned. If we repeat them in their accustomed order we run through them with the greatest ease and rapidity; but on reversing that order and attempting to repeat the letters backwards, we meet with the greatest embarrassment; and yet there is nothing in the nature of the letters making them easier to learn or repeat in one order than in another. Each order is in itself arbitrary—for if we make ourselves as familiar with the letters in their reversed as in their direct order, we find it as easy to say them backwards as forwards. And so it is with language, if we can make ourselves as familiar with the connection between words and ideas, in the reversed as in the direct order, we shall find as little difficulty in passing from one to the other, in one order as another.

Since then so much depends on the order in which we are accustomed to consider words and ideas, it would seem to be reasonable to conclude that in proportion as we become familiar with that order, as it always occurs in composition, will be our facility in composing—and that if we can become as familiar with the exercise of composing for ourselves, as we are with that of reading what is composed by others, we may (having reference only to language) perform one operation as easily as the other. Assuming such a conclusion to be well founded, how can we best accomplish so desirable an object—that of making ourselves as familiar with composition as with reading. Shall we require more frequent exercises in composition, in which the student is always first required to find ideas, and then signs or words to express them? That would tend directly to accomplish the object, and where there is no want of ideas, and no reluctance to undertake the written expression of them, no better means of accomplishment can be used. But are such means *ordinarily* the best that can be applied? The youthful mind is commonly more reluctant to engage in exercises of composition, than in any thing else required to be done. And why is it so? They who have no want of ideas, and know how to express them, feel no such reluctance. On the contrary, they are often ambitious to give body and form to their conceptions, either in written or spoken language. The reluctance then must proceed either from paucity of ideas, or inability to express them—from want of thought or ignorance of language, or from both causes combined. The latter is probably the most common source of the reluctance, and we shall accordingly so consider it. The question then arises, what are the best means of supplying such defect or want of thought, and of imparting the requisite knowledge of language? Without undertaking to enumerate all the means that may be used for such a purpose, I will only here specify two of them—*translation* from a dead or foreign language into our own—and *analysis* of English text books. These I consider to be the most leading and important means, not only to remove the reluctance above noticed, and thereby to gain *indirectly* the principal end above proposed, but also to subserve that end *directly*. This may, I think, be shown by the following summary views, which might be greatly amplified, if time and space would permit.

In translating from another into our own language, the first step in the process is to find out the thought or idea to be translated. When that is done, the next step is, *or at least should be*, to find English words best fitted, and to collate or arrange them in the order best calculated to express the translated idea, according to the true spirit or idiom of the English language. Here then we have an operation directly the reverse of that which occurs in reading from our own language. Instead of passing from words to ideas,—from the sign to the thing signified, which is all that we do in reading,—we do, in the exercise or act of translation, necessarily pass from ideas to words,—from the thing signified to the sign, thus becoming us familiar with their connection, when viewed in the *reversed*, as we were before in the *direct* order. Now such a *reversed* view is what is always required to be taken in every exercise in composition; and in proportion to our familiarity with such a view, will be our facility in composing. In short, to sum up the whole matter in the fewest possible words, *translation* from one language into another is, in respect to its influence on the power of expressing thought in the language to which it is converted, a continued process of composition in the latter language. It is not merely equivalent to such a process, but is such a process itself. *Here* then probably lies the chief, or one of the chief benefits derivable from the study of the Latin and Greek languages. They furnish the most abundant and variegated store of ideas; and at the same time the collocation of their words is so radically different from ours, that the translation of them into our own language serves the purpose of improvement in English composition, in the same manner and to the same extent, as the exercise of clothing or expressing an original idea in its appropriate English language.

The apportionment or distribution of its income among academies, is made by the Regents of the University, annually, in the month of February, (ordinarily in the latter part of that month.) As soon as the apportionment is made, it is certified by the Chancellor and Secretary of the University to the Comptroller, by whose warrant the amount apportioned to each academy will be paid by the Treasurer of the State, on drafts or orders therefor drawn on him by the treasurers of the several academies; such drafts or orders being accompanied by a proper certificate from the president or secretary of the academy, under its corporate seal, that the person signing the draft is the treasurer of the academy, duly appointed by the trustees thereof. The draft may be in the following form:

To the Treasurer of the State of New-York.

Pay to or order, the amount of money apportioned or to be apportioned during the present year, to Academy, by the Regents of the University, out of the income of the Literature fund.

Dated, &c. A. B. Treasurer of Academy.

STATE OF NEW-YORK, } ss.
County of

It is hereby certified, that A. B. the person signing
the above draft or order, is the treasurer of Academy, above
named, duly appointed by the Trustees thereof; and that the said draft was
duly signed by him.

In witness whereof, the corporate seal of said Academy is hereon impressed, this day of, &c.

C. D. President or Secretary

[L. S.] (as the case may be) of Academy.

If there be no seal of the academy, that fact should be stated in the certificate.

In view of this latter source of benefit from the study of Latin and Greek, what are we to think of the practice, tolerated, if not encouraged in some of our academies, of allowing students in those languages to consult *ad libitum*, translations of the books read by them? What else can we think of it, than that it tends to defeat one of the chief and most rational objects that can be proposed in such a study—that of improving the inventive faculty in the expression of thought? How much less irrational is it, than to give to a student a subject for his exercise in composition, and then to write it out for him? What is it, in short, but giving him at once both a sign and the thing signified, without requiring or allowing any exercise of his own faculties? But although we might greatly enlarge on this topic, our limits, both in time and space, forbid its further prosecution. We have only room to add a very few remarks on the exercise of analyzing text books.

The analysis of English text books may be so conducted, as to subserve the purposes of improvement in English composition, in much the same manner, and for the same reasons, as translation from a foreign language into our own. The text book furnishes a train of thought, expressed in language more or less peculiar to each author, and if the student be required to express the same thought in his own language, to borrow only the author's ideas, but not his words, he will necessarily exercise his mind in finding signs or words for ideas,—that is, in passing from the thing signified to the sign, in much the same manner as if he were translating a foreign into his native language, or clothing an original idea in its appropriate words.—If such be a correct view of the case, how much to be condemned must that practice or mode of instruction be, which allows a student, in analyzing a text book, to use in all cases the language of its author, or which does not admonish him of his error, when he does so use it.

Applications for Money to purchase Books, &c.

By an act of the Legislature, passed April 22d, 1834, (Session Laws of that year, chap. 140,) the Regents are required to distribute \$12,000 (since increased to \$40,000) annually to the several academies entitled to participate in the public money, which sum is to be expended by the several academies receiving it, "exclusively towards paying teachers' wages." The Regents had before required it to be so expended, but it is now matter of law, and a neglect of such a legal provision will subject the delinquent academy to a forfeiture of its future share of the public money.

The act above referred to having authorized the Regents to apply the excess of the annual income of the Literature fund over \$12,000 to the purchase of books and apparatus for the use of academies, on certain conditions therein mentioned, an ordinance in relation to that matter was adopted by the Regents on the 1st of May, 1834, of which the following is a copy:

ORDINANCE.

The Regents of the University having been empowered by an act of the Legislature, "*relating to the distribution and application of the revenues of the Literature fund,*" passed April 22, 1834, to assign, in their discretion, to the several academies and schools subject to their visitation, certain parts of said revenue, not exceeding \$250 a year to any one of said academies and schools, to be applied to the purchase of text books, maps and globes, or philosophical or chemical apparatus, for the use of such academies and schools, subject to such rules and regulations as the said Regents shall prescribe:

And it being provided by the said act, that no part of the moneys so to be assigned to any academy or school, shall be actually paid over to them, unless their trustees shall "*raise and apply an equal sum of money to the same object,*" (which said provision, according to the decision of the Regents heretofore made thereon, requires said sum to be raised from sources other than the corporate funds already possessed by said academies and schools:)

And the trustees of sundry academies, in compliance with a resolution of the Regents, of the 25th of April, 1834, having signified their intention to raise and apply certain sums of money for the purposes contemplated by said act in case they receive from the Regents an equal sum of money to be applied for the same purposes; but no evidence having as yet been presented to the Regents, that the said sums of money so intended to be raised and applied by the said trustees, have been actually raised, or secured to be raised, in the manner required by the said act; and the trustees of some of said academies, in declaring their intention to raise said sums of money, having acted on the presumption that the same might be raised by an appropriation out of their existing corporate funds, which is contrary to the true intent and meaning of the said act, as understood and adjudicated by the Regents:

And it appearing to the Regents to be intended by the said act, that the books and apparatus to be purchased as therein contemplated, should be approved of by them:

Be it therefore ordained by the Regents of the University,

First. That no part of the revenue of the Literature fund, to be assigned

to any academy or school for any of the purposes contemplated by the said act, shall be paid over to such academy or school, until the trustees thereof shall certify and declare under their corporate seal, that the money required by said act to be raised and applied by them for the same purposes, has been raised by contribution, donation, or from other sources independent of their own corporate property: That the same has been actually paid to their treasurer, or satisfactorily secured to be paid to him on demand therefor, to be applied for the purposes above mentioned, designating said purposes by specifying the particular books, maps and articles of apparatus proposed to be purchased by them.

Second. Whenever (but not oftener than once a year, and during the annual session of the Regents,) the trustees of any such academy or school shall present to the Regents the certificate required by the preceding section of this ordinance, the Regents will, in case such certificate, or the matters therein contained be satisfactory to them, appropriate out of the revenue of the Literature fund set apart for that purpose, (being the excess of said revenue over \$12,000) so far as the same shall be sufficient for that purpose, after first satisfying and paying thereout the appropriation already made by them for the support of the departments for educating teachers of common schools established in certain academies, a sum of money equal to what shall appear from such certificate to be raised for the purposes therein specified, (but not exceeding the amount allowed by said act,) to be applied to the purchase of such books, maps and articles of apparatus as shall be specified in such certificate, or to the purchase of such other books, maps and articles of apparatus, as the Regents shall designate and direct to be purchased in lieu thereof, or of part thereof; notice of the articles so to be designated and substituted, being given to the said trustees.

Third. Whenever any appropriation shall be made by the Regents pursuant to the provisions contained in the last preceding section of this ordinance, it shall be the duty of the Chancellor and Secretary of the University to certify the same to the Comptroller of the State, that the same may be paid by him according to the statute in such case made and provided.

Fourth. The Secretary shall cause this ordinance to be printed, and copies thereof to be sent to all the academies and schools in the State subject to the visitation of the Regents.

A true copy.

GIDEON HAWLEY,
Secretary of the University.

The preceding ordinance was drawn up so particularly, that it was not at the time thought that any form for an application under it would be necessary—but it has been found from experience, that applications are made, apparently without regard to the most important provision in the ordinance, that requiring the money to be raised from sources other than the corporate property of the academy. The following form for such application is therefore published as part of these instructions.

To the Regents of the University of the State of New-York:

“The trustees of Academy respectfully represent that they have raised, or caused to be raised, the sum of dollars, to be applied to the purchase of books and apparatus, pursuant to the act of the Legislature

relating to the distribution and application of the revenues of the Literature fund, passed April 22, 1834; that the said sum has been raised by donations or contributions from sources independent of their own corporate property; that the same has been actually paid to their treasurer, or satisfactorily secured to be paid to him on demand therefor; that it is intended to apply the said sum of money, together with the money hereby applied for pursuant to said act, to the purchase of the books and articles of apparatus particularly specified in the schedule hereunto annexed.

The said trustees therefore hereby apply to the Regents of the University for an appropriation to the said academy of the sum of dollars out of the moneys mentioned in the said act, to be applied, together with the like sum raised by them as above mentioned, to the purposes stated in said schedule, pursuant to the provisions of the act above referred to.

Done by the trustees of said academy at a legal meeting held, &c. [concluding the application in the same manner as is provided for the annual report in the form published in the first part of these instructions.]

Copy of an Ordinance, passed May 10, 1836.

The Regents, considering the amount of money already appropriated, and which may hereafter be appropriated, pursuant to their ordinance of the 1st of May, 1834, and the act of the Legislature therein mentioned, to sundry academies for the purchase of books and apparatus, and it appearing to them proper that more satisfactory evidence of the manner in which such money is expended should be furnished to them, Ordain,

That the trustees of every academy to whom any money has been appropriated for the purposes above mentioned, be required to render in their next annual report to be made by them, a particular and specific account of the manner in which such money, together with the money raised by them for the like purposes, has been expended; and that the trustees of every academy to whom any such money shall hereafter be appropriated for similar purposes, be required to render a like account of such expenditures in their annual report to be made by them next after receiving such money.

INCORPORATION OF ACADEMIES.

The following is a copy of a Resolution of the Regents of the University, relative to the Incorporation of Academies, &c. originally adopted in 1801.

Resolved, That in future no academy ought to be incorporated, unless it shall be made to appear by satisfactory evidence to this board, that a proper building for the purpose hath been erected, and finished and paid for; and that funds have been obtained and well secured, producing an annual nett income of at least \$100, (increased in 1815 to \$250;) and further, that there be a condition in the charter of incorporation, that the principal, or estate producing said income, shall never be diminished or appropriated, and that the said income shall be applied only to the maintenance or salaries of the professors or tutors of the academy.

The act of the Legislature of the 17th April, 1838, herewith published, having provided that every academy owning property to the value of \$2,500, invested in an academy building, library, and apparatus, might subject itself

to the visitation of the Regents, and become entitled to participate in the distribution of the Literature fund, on the Regents' being satisfied that such property is of the required value of \$2,500—an ordinance was thereupon passed (see section 6th of the ordinance of the 25th April, 1838, herewith published,) providing that all ordinances heretofore adopted by the Regents on the subject of the incorporation of academies, be so modified in respect to the kind and value of property required to be possessed by the applicants for such incorporation, as to conform, in that respect, to the requirements of the statute above referred to. All future applicants to the Regents of the University for the incorporation of academies, will therefore be required to shew property, in buildings, library and apparatus, to the value of \$2,500, without regard to other kinds of property, or to its annual revenue.

The following extracts from the Revised Statutes, part 1, chap. 15, title 1, article 3, sections 38, 39 and 40, contain the most material provisions made by law for the incorporation of academies.

“§ 38. The founders and benefactors of any academy, or as many of them as shall have contributed more than one half in value of the property collected for the use thereof, may make to the Regents an application in writing, under their hands, requesting that such academy may be incorporated, nominating the first trustees, and specifying the name by which the corporation is to be called.

“§ 39. In case the Regents shall approve thereof, they shall, by an instrument under their common seal, declare their approbation of the incorporation of the trustees of such academy, by the name specified in such application, and the request and instrument of approbation shall be recorded in the office of the Secretary of State.

“§ 40. Immediately after recording the same, the property and funds of such academy shall be vested in the trustees so nominated, for the use and benefit of said academy.”

Applications to the Regents of the University for the incorporation of academies should be in the following

FORM:

To the Regents of the University of the State of New-York.

The application of the subscribers, inhabitants of &c. respectfully represents, That being desirous to found an academy at &c. they have for that purpose, (together with others, if the fact be so,) procured a suitable lot, erected a suitable building thereon, and supplied it with a suitable library and apparatus, for the accommodation of such academy; that the said lot consists of [here describe the lot, building, library, apparatus, title, incumbrances, &c. each separately, as required from all other academies on their first report to be made pursuant to the ordinance of the Re-

gents of the 25th April, 1838. See the first seven sections in the form for academic reports, published in the former part of these instructions.]

And the said subscribers further represent, that they have contributed more than one half in value of the property collected for the use of said academy, as herein before set forth; that they are desirous to have said academy incorporated, by the name of [here state the name which it is desirable should be descriptive of the place where the academy is;] and to that end they hereby nominate the following named persons to be the first trustees of said academy: [here insert names—but there cannot be more than 24 or less than 12 trustees.]

The said subscribers do therefore hereby make application to the Regents of the University, for the incorporation of the persons above nominated as the first trustees of said academy, by the name above specified.

Dated, &c.

INCORPORATION OF COLLEGES.

On the 20th day of May, 1836, the following ordinance, relative to the incorporation of colleges was adopted:

ORDINANCE.

1. *Resolved*, That every future application that may be made by a citizen or citizens or bodies corporate in this State to the Regents of the University, for the purpose of founding a college within this State, under the sixth section of the act passed 5th April, 1813, entitled "An act relative to the University," shall satisfactorily exhibit to the Regents, that it is the intention of such founder or founders to provide a fund of at least \$100,000 to be invested in bonds and mortgages, on unincumbered real estate, within the jurisdiction of this State, and such investment to continue for at least five years from the time of such endowment: such real estate to be worth at least, by its estimated value, twice the amount of the money so secured thereon; and also to provide for such proposed college a suitable lot or lots, with a building or buildings erected or to be erected thereon, which shall have cost or will cost such founder or founders at least the sum of \$30,000; or which shall reasonably be worth that sum; and that before any ordinance shall be passed by the Regents for a charter to be granted for the incorporation of such college, the Regents shall be satisfied that such endowment has been fully made, agreeably to the provisions of this ordinance.

2. That in any case in which it shall otherwise appear to the Regents of the University, that the state of literature in any academy is so far advanced, that it might be expedient that a president should be appointed for such academy, agreeably to the provisions of the seventeenth section of the act aforesaid; yet the Regents will not in such case deem the funds of such academy sufficient for such purpose, nor will they in any such case signify their approbation thereof, under their common seal, unless the funds belonging to and held by the trustees of such academy for the exclusive use and benefit thereof shall be proved satisfactorily to the Regents, to be worth at least

\$130,000, including the fair value of the real estate, the buildings erected thereon, and the funds invested, which may yield a revenue to such academy.

A true copy.

G. HAWLEY, *Secretary.*

ACADEMIC BY-LAWS.

The following extracts from the By-Laws or Statutes of the Albany Academy and of the Albany Female Academy, are published for the information of other academies, in the belief that they will find some provisions in them worthy of imitation.

Albany Academy.

No student shall be admitted into the classical department, nor be allowed to commence the study of Latin Grammar, until he can read the English language with facility.

No student shall be admitted into the Academy under the age of six years, nor unless he has been taught to read the English language.

A book shall be kept by the principal, in which shall be registered the name of every student admitted, the date of his admission, the studies he has attended to, and the period of his dismission.

The hours of study, both in summer and winter, shall be regulated by the faculty, but at least six hours of every day shall be spent by the teachers with their respective classes.

No student shall be allowed to study at home during the school hours, unless permission shall have been granted by the faculty.

All scholars in the languages, of six month's standing and upwards, shall be daily instructed in arithmetic, and those of a year's standing and upwards, shall, in addition, be instructed in either the English language or geography, or both, and a fair portion of time shall be allotted to each of the respective studies. Whenever a student has advanced as far as the study of Virgil, one-half of the time shall be appropriated to the pursuit of studies in other departments.

The students in the classical department who may require instruction in the other departments, shall be admitted into them, in conformity, however, with preceding statutes, and shall then be taught with such students as may be engaged in the same branches.

No student in the classical department shall be permitted to use a translation.

When the higher classes have regularly gone through the common classics, they shall at various times, be examined on passages taken promiscuously; and it shall be the duty of the professor of languages, on those occasions, to require from them an account of the ancient geography, and history of the places mentioned; the mythology alluded to; the manners and customs of the countries spoken of; the beauties and defects of the style; the figures used, and the different kinds of verse employed; and it shall also be his province, occasionally, to institute comparisons of the best translations, with their originals.

The professor of languages may, in his discretion, direct the committing to memory of select passages from the Greek and Latin writers, which shall be recited before the class.

There shall be, from time to time, in the higher classes in the classical department, an examination on the Greek, Latin and English grammar, by way of comparison, and upon Dumesnil's Latin Synonyms.

The instructors shall, on every Friday afternoon, instruct the students in orthography, pronunciation, the correct reading of English prose and verse, and in elocution.

Of Examinations and Premiums.

A committee of the board shall be appointed every month, to visit the academy, and to examine the various classes; and they shall report on whatever may require alteration, or deserve praise, or censure, in the instruction and government of the institution.

There shall be two public examinations every year—the annual to be held during the week immediately preceding the summer vacation, and the semi-annual to be held during the last week in February; and such examinations shall be conducted by the principal, professors and tutors, in presence of the board, and shall embrace all the courses of instruction in the academy.

Premiums, consisting of books elegantly bound, shall be adjudged by the board, immediately subsequent to the annual examination, to meritorious students, for excellence in the respective branches of study, and shall be given as follows:—In a class of six, and less than ten, one premium to the best student; in a class of ten, and less than fifteen, two premiums to the first and second best students; and in a class of fifteen and upwards, three premiums, to the first, second and third best students. In the classical department, however, in consequence of the smaller number of students constituting a class, one premium shall be awarded in a class of four, two in a class of eight and three in a class consisting of twelve students.

Premiums shall be awarded for proficiency in composition, at the semi-annual examination, in the following manner: all the students engaged in this branch shall be divided into four classes, and premiums shall be given to the first, second and third best in each class, in the same manner as is directed for other branches of study.

At the semi-annual examination, certificates founded on the standing of the students during the last six months shall be presented, in precise conformity to the mode pursued with premiums at the annual examination.

At the close of every annual and semi-annual examination, certificates of good conduct and attention to study, shall be presented to every student, who shall be recommended by the faculty as worthy of the same.

Admission of Scholars from Common Schools.

The trustees of the Albany Academy, considering their institution as having been endowed out of the corporate property of the city of Albany, and being from *that*, as well as *other* considerations, desirous to cultivate a more intimate relation with the district schools of the city, and believing that the education, in their academy, of a limited number of scholars, to be selected from such schools in reference to, and in reward of merit, would tend to establish such a relation, and at the same time promote the welfare of those schools, as well as subserve the general cause of popular education do therefore, in view of such considerations, unanimously resolve,

1st. That the trustees of each of the common or district schools, established by law, in the city of Albany, may at any time after the publication of these resolutions, select from the scholars attending their school, for promotion to the academy, a single male scholar, who at the time of such selection shall be of an age not less than twelve years, and who shall then have made such proficiency in the ordinary studies of such school, as to have obtained a place among its most advanced scholars. Such selection or promotion to be made in special reference to, and as a reward of merit, in the scholar to be so selected, at the time for which such scholar shall be so selected to attend said academy, may be during the pleasure of the trustees of such school, or for such limited time as they may prescribe, and whenever such time shall expire by its own limitation, or by the interference of the said trustees, or whenever the place of such scholar, so to be selected, shall become vacant by death, or by refusal or neglect to attend said academy, another like scholar may as often as such vacancy shall occur, be in like manner, for like purpose, and under like restrictions, selected by the trustees of such school, for the time being, so that a scholar from each district school may at all times be in the academy.

2d. Whenever any scholar to be selected as provided for in the foregoing resolution, shall present to the principal of the academy a certificate in writing, signed by the trustees of the district school to which he belongs, stating that he has been so selected by them in conformity to, and for the purpose contemplated by these resolutions, and specifying whether he had been selected for a limited time, and how long, or during their pleasure, such scholar shall on presenting and leaving such certificate with such principal be admitted into said academy, and into such department and class or classes therein, as his proficiency shall, on examination be found to entitle him to—and he shall enjoy all the benefits and privileges of other students in said academy of similar proficiency with himself, without being charged any thing for such admission and tuition, or for such benefits and privileges—he being at all times subject to the same rules and regulations, in all other respects, as the other students of the academy, in the same department and class.

ALBANY FEMALE ACADEMY.

By-Laws

Of the Albany Female Academy, regulating the organization and proceedings of the board of trustees, the duties of standing committees, and of all officers of the board, other than teachers; together with various other matters, relating to the temporalities of the academy.

Organization and Proceedings of the Board of Trustees.

Stated meetings of the board shall be held on the last Monday in each month, at such hour as the president shall for that purpose appoint.

Special meetings may at any time be called by the president, or by any three members of the board of trustees.

Notice of every such meeting, whether stated or special, shall be given by the usual written or printed notices, to be addressed to and served on each trustee; and if the meeting be special, notice thereof shall also be affixed on the door of the academy, as required by a provision in the Revised Statutes of the State.

After providing for the appointment of a president, secretary and treasurer, with all other officers proper to be appointed by the trustees, it is further provided that the trustees shall also appoint the following standing committees, (viz.:) a prudential or financial committee, to consist of three members—a committee on teachers and text books, to consist also of three members—and three visiting committees, to consist each of four members, and to include together all the members of the board, (except the president.)

Of the President.

The president shall preside at all meetings of the board, if present thereat, and it shall be his duty to exercise a general supervision over all the affairs of the institution, of whatever kind the same may be—and it is hereby made his special duty at, or previous to, every stated meeting of the board, to inquire, ascertain and report to them at such meeting, whether all the duties required by these by-laws to be performed by any standing committee, or by the treasurer or other officer of the board, shall have been performed or not, so far as he knows, or shall have reason to believe; and in case he shall ascertain, or have reason to believe that any such duties shall not have been duly performed, he shall specify and report the default, and the person or persons chargeable therewith.

And it is hereby made a standing order of the board, that the president shall at every stated meeting, before any other business shall be attended to, except reading the minutes of the last previous meeting, make his report on the matters above required of him.

Of the Secretary.

The secretary shall give, or cause notice to be given to each trustee of all the meetings of the board. He shall attend all such meetings, keep the minutes of their proceedings, and after the same shall have been read and approved at the next subsequent meeting, he shall engross, or cause the same to be engrossed, in a book to be provided for that purpose; such minutes to include all the proceedings of the board usual in similar cases to be recorded. And it is hereby specially directed, that the same shall include the report of the president required to be made at each stated meeting of the board, pursuant to the standing order above made; also all reports of committees, whether standing or special, with all inventories of books and apparatus belonging to the academy, and the reports or statements of the treasurer, to be rendered by him quarterly as hereinafter specified, together with so much of the annual report of the academy to the Regents of the University as constitutes the part thereof made by the trustees, and verified by them, being the part previous to the list of students and studies made and verified by the principal of the academy.

The secretary shall give notice to the members of each visiting committee, of the month in which it will be their turn to visit the academy—giving the first notice to the committee first named in the record of their appointment, and continuing on in regular rotation throughout each year.

The secretary shall also, so long as he shall be the principal of the academy, make out, or cause to be made out and sent to the parents or guardians of the several scholars, during the first week of each quarter, the bills or accounts for tuition during said quarter.

And he shall also during said week, make out, certify and deliver to the treasurer, a general statement of all such bills or accounts with the total amount thereof, to enable him to receive payment thereof.

Of the Treasurer.

The general duty of the treasurer shall consist in receiving all moneys belonging to the academy, and paying out the same on account of the salaries of the teachers and other debts contracted by the academy, and authorized by the trustees to be paid by him.

It shall also be a part of the treasurer's duties to make out and verify by his affidavit, that part of the trustees' annual report to the Regents of the University, which relates to the property or financial concerns of the academy; and he shall also annually during the first half of the month of in each year, make out and render to the chairman of the standing committee of accounts, (known as the prudential committee,) a general account or statement in writing of all moneys received and paid by him on account of the academy, during the year then ending, together with the vouchers relied on by him to support the same; and all such other matters as shall be wanted by the said committee to enable them to take and state the account required of them as is hereinafter particularly stated.

Of the Librarian.

The principal shall be ex-officio librarian, and as such shall have the special charge of all the books and maps belonging to the academy.

He may make such regulations on the subject of using such books and maps as he shall think suitable and proper—but he shall be personally accountable for them, according to an inventory or catalogue thereof, to be taken as hereinafter provided.

Of Chemical and Philosophical Apparatus.

The professor or teacher of chemistry in the academy, and in default of any such officer, the principal, for the time being, shall ex-officio, have the special custody and charge of all the chemical, electrical and philosophical apparatus, with all the specimens in the cabinet of mineralogy, and the cases containing the same and whatever else belongs or relates thereto; and he shall be personally accountable for the same, according to an inventory or catalogue thereof, to be taken as hereinafter provided.

Of the Steward.

Among the duties of the steward of the academy, is the following: to see that the whole academy edifice be kept at all times ventilated in the best practicable manner; and to secure such ventilation, which the trustees consider of the very first importance, it is hereby made the special duty of the steward, (until a suitable ventilator through the ceiling and roof above the upper hall, shall be constructed,) to lower, or cause to be lowered, after the exercise of each day shall be closed, as well in the winter as in the summer season, an upper sash of one or more of the windows in each of the rooms of the academy, which shall have been occupied during the day, and to cause the same to be kept so lowered during the summer season, for the whole night, except in rainy or other unsuitable weather; and in other seasons of the year to cause the same to be so lowered, for at least an hour each day; and at all times, when the weather will permit, to keep the upper sash of one or more of the windows in the chapel, down both night and day; and also to keep, during the day time, in the summer season, and whenever the weather will permit, in other seasons of the year, the front or outward doors opening into the lower hall, open by fastening the same back, and also to keep one of the sashes in the windows of the halls above, either up or down, so as to admit the constant entrance of fresh air.

Of the Prudential Committee.

It shall be the duty of the prudential committee to direct and superintend the making of all necessary repairs to the academy building and grounds appurtenant thereto, and to the furniture and apparatus belonging to the trustees, and give orders on the treasurer for payment of the expense thereof; but no expense for any other purpose shall be incurred by them, nor by any other person, without the previous express order of the board of trustees.

It shall also be the duty of the prudential committee, annually, previous to the last stated meeting of the board of trustees in the year, to take and state, and at such meeting present, an account of all moneys received and paid by the treasurer during said year, and since the last account of such moneys taken and stated by them, or their predecessors; in which said account they shall charge the treasurer with the whole amount of moneys received by him during said period, and credit him with all payments shown by proper vouchers to be produced by him, to have been made on account of the academy, so far as the same shall have been previously authorized by general, or other directions from the board of trustees, or by particular direction from the said

committee; and they shall, on taking and stating said account, examine the statement or list of tuition bills, to be made out and certified by the principal to the treasurer, as herein before provided for, and compare the amount thereof with the amount charged to the treasurer, in the account so to be taken and stated by them; and they shall subjoin or annex to the said account a particular statement of all bills for tuition money remaining unpaid, with the names of the persons from whom due, and whether due diligence shall have been used to collect the same, and if not, upon whom the default shall be chargeable.

And they shall also in their said account state the whole amount of debts, both principal and interest, then due from the academy, and to whom, and make such other statements, explanations and remarks, as shall be necessary to give a just and true account of all the pecuniary concerns of the academy.

It shall be the special duty of the prudential committee to be first appointed under these by-laws, to employ, at the expense of the trustees, a suitable person to make, under their direction, a full and complete inventory or catalogue of all the books in the library, and maps belonging to the academy, and to arrange the same in such order as the principal shall direct; and also a like inventory or catalogue of all the articles of philosophical, electrical or chemical apparatus, with all the specimens in mineralogy, and other like articles belonging to the academy, to be arranged in such order as the principal or professor of chemistry shall direct; and a further like inventory of all articles of furniture and other personal property belonging to the academy and not included in either of the previous inventories. Of which said several inventories or catalogues, two copies shall be made; one for the use of the principal and professor of chemistry, who are accountable for the several articles described therein, as is herein before more particularly declared; and one for the use of the trustees, to be preserved by the treasurer among other papers of the academy.

And at the time of taking and stating any annual account of the pecuniary affairs of the academy, as herein before provided for, it shall be the special duty of the prudential committee, to employ some suitable person, at the expense of the board, to compare the said several inventories or catalogues with the several articles therin described, and then remaining on hand, in the academy; and to state whether any, and what part of the articles so described in said inventories are missing or injured, beyond their necessary wear and tear, from ordinary use; and also whether any and what additions to the articles described in said inventories shall have been made since the last previous annual report or account; and the result of all such examinations shall be communicated to the board by the said committee, as part of the annual account required to be taken by them as aforesaid.

Of the Committee on Teachers and Text Books.

The committee on teachers and text books shall be a standing committee, to whom all applications for employment as teachers, and all proposals to introduce new text-books, shall be referred, to examine and report them; and to whom it may also be referred to select and recommend proper persons to fill any vacancies among the teachers, when no applications for such vacancies shall have been presented.

Of Visiting Committees.

It shall be the duty of the chairman of each visiting committee, on receiving from the principal, notice of the month, when it will be the turn of his committee to visit the academy, to appoint a time for such visitation, and inform the members of his committee of such time.

And it shall be the duty of all the members of such committee, to visit the academy at the time so to be appointed for that purpose, and to report the fact of such visitation at the next meeting of the board.

INSTRUCTIONS FOR METEOROLOGICAL REPORTS.

At a meeting of the Regents of the University, held pursuant to adjournment, in the Senate Chamber, March 1, 1825—

It was *Resolved*, That each of the academies incorporated by this Board be furnished with a thermometer and pluviometer, or rain-gage, the expense of which shall be paid out of the funds of the Regents; and that the Vice-

Chancellor, Mr. Lansing, and Mr. Greig, be a committee to provide those instruments, and to prescribe the rules for making observations by them, and the manner in which the accounts of them shall be kept; reports of which shall be annually made to this Board.

At a subsequent meeting of said Regents, held on the 12th day of April, 1825,

It was further *Resolved*, That, in addition to the existing regulations to entitle the academies to their dividends of the public fund, it will be considered necessary that they keep an exact register of observations made with the thermometers and rain-gages with which they shall be furnished, according to the instructions that may be given them by the committee appointed for that purpose; and that, with their annual reports, they shall give correct registers of such observations; and that the Secretary furnish each of the academies with a copy of this resolution.

A true extract from the minutes of the Regents.

G. HAWLEY, *Secretary, &c.*

In pursuance of the preceding resolutions, the following rules and instructions have been adopted for the direction of the academies of this State, in making meteorological observations and the registry thereof, to be annually reported to the Regents.

The *Thermometer* must be kept in a situation where there is a free circulation of air, and where it cannot be affected either by the direct or reflected rays of the sun, or by a radiation of heat or cold from neighboring bodies. Heat may be reflected or radiated from bare, dry earth, sand, gravel, or pavement. The place about it should therefore be covered with grass in its season. Heat may be reflected to some distance from walls or other structures of a light color; the thermometer should therefore be placed considerably remote from them. Massy walls slowly imbibe or part with caloric; they will, therefore, after sudden changes in the weather, possess, for some time, a temperature different from that of the circulating air, and by radiation affect the thermometer, if placed near to, or in contact with them; this must therefore be avoided.

The *Rain-gage* must be kept remote from all elevated structures, to a distance at least equal to their height, and still further off, where it can be conveniently done, and be not more than ten feet above the surface of the ground.

In freezing weather, when the rain-gage cannot be used out of doors, it may be taken into a room: and, instead of it, a tin vessel should be procured for receiving the snow, rain or sleet that may then fall. This vessel must have its opening exactly equal to that of the rain-gage, and widen downwards, to a sufficient depth, with a considerable slope. It should be placed where nothing can obstruct the descending snow from entering it, and where no drift snow may be blown into it. During a continued snow-storm, the snow may occasionally be pressed down in it. The contents of the vessel must, at proper times, be melted over a fire, and the water produced poured into the gage, to ascertain its contents, which must then be entered in the gage column of the register.

Observations by the Thermometer must be made every morning, before sunrise, in order to obtain the lowest degree, every afternoon, at 3 P. M. or thereabouts, when it shows the highest degree, and every evening, an hour after sunset. The lowest degree, or coldest weather, is supposed to occur generally between the commencement of daylight and sunrise; and the high-

est degree, or warmest weather, between 2 and 4 o'clock in the afternoon
The degrees are to be taken from Fahrenheit's scale.

[The Regents have not, at present, any thermometers to furnish for the use of academies. Those heretofore furnished by them were manufactured by Mr. Kendall, at New-Lebanon. In case such thermometers cannot be obtained, others should be procured, the degrees on which are marked according to Fahrenheit's scale. Academies not supplied with thermometers and rain-gages by the Regents, are not required to make meteorological observations.]

Observations by the rain-gage should not be delayed long after a fall of rain, and the amount every half month must be entered in its proper place.

For the *Register*, a book of at least twenty-four folio pages foolscap size, must be procured, of which each left hand page must be ruled into ten perpendicular columns, for the entries of one month. The first column for the days of the month, to be headed *Days*; the second, third, fourth and fifth, to have the caption *Thermometer*; the second column for the morning observations, to be headed *Morn*; the third column for the afternoon observations, to be headed *Aftern.*; the fourth column, for the evening observations, to be headed *Eveng.*; and the fifth column, for the mean temperature, to be headed *Mean*; the sixth and seventh columns to be captioned *Winds*, and headed *A. M.* and *P. M.*; the eighth and ninth columns to be captioned *Weather*, and headed *A. M.* and *P. M.*; and the tenth column to be headed *Rain-gage*.

The *Entries* opposite to each day of the month, are to be made in the following manner: For the *Thermometer*, in the *Morn.* column, enter the lowest degree found in the morning; in the *Aftern.* column, enter the highest degree found in the afternoon; in the *Eveng.* column, enter the degree observed an hour after sunset; and in the *Mean* column, enter the mean temperature of the day, which is thus found: to the morning observation, twice the afternoon observation, and twice the evening observation, add the next morning's observations, and divide the sum by 6.

The object of this calculation will be evident when it is recollected that we wish to obtain through it the mean temperature of any 24 hours. By taking twice the afternoon figure, twice the evening figure, the temperature of the morning of the day, and the temperature of the morning of the succeeding day, and adding the six together and dividing by six, we have at once the elements for obtaining the mean temperature for that given time, and also procure the necessary result.

For the *Winds*, enter in the *A. M.* column, N.—NE.—E.—SE.—S.—SW.—W. or NW. according to the prevalence of the wind in the forenoon from either of these eight half quarters of the compass. Do the same in the *P. M.* column, for the prevailing winds in the afternoon.

For the *Weather*, enter in the *A. M.* column, *Fair* or *Cloudy*, as either of these aspects shall prevail in the forenoon. Do the same in the *P. M.* column, for the weather of the afternoon. When rain or snow falls, or both together, instead of cloudy, enter *Rain*, *snow* or *R. & S.* for rain and snow.

For the *Rain-gage*, enter the inches, tenths and hundreds shown by the scale, immediately before the water is drawn off, which is to be done until 0 or *Zero* stands level with the upper edge of the bar across the funnel of the gage.

The right hand pages are to be appropriated to observations on vegetation and also such miscellaneous remarks as may be considered interesting; such as thunder and lightning, hail-storms, tornadoes or hurricanes, destructive floods, uncommon meteors, white or hoarfrost, the first appearance of barn swallows in the spring, and occasionally the depth of snow on the ground and its disappearance, &c. The observations on the *Phenomena of Vegetation*, are to be directed to the time when the white or red currants blossom, when the *Shadbush* or *Juneberry** and the *Dogwood* trees, in their natural situation, and the *Peach*, *Pear* and *Apple* trees, in open fields are in bloom; that is, when at least one-half of the blossoms are fully expanded. When the flowers, called *aments* or catkins of the *White-oak* the *Chestnut*, the *Black-birch*† and the *Aspen*‡ begin to drop. When ripe field *Strawberries* first appear in any quantity. When the *Wheat* harvest commences. When the *last killing frost* occurs in the spring, observed on tender buds, young leaves, or the germs of fruit trees or other vegetables; and the *first killing frost* in the fall of the year, noticed by its destroying tender plants, such as the vines of cucumbers, melons and beans.

At the end of the 14th of February, and the 15th of every other month, add together the numbers in the column of mean temperature, divide the sum by the number of days, and set down the quotient underneath, for the mean of the *first half of the month*. Do the same for the other days, at the end of the month, and set down the quotient at the bottom of the column, for the mean of the *second half of the month*; add this to the first mean, and divide the sum by 2, for the mean of the *whole month*; which enter accordingly.

Count the number of times that each point of the compass appears in the A. M. and P. M. columns, under the caption of *Winds*, and the half thereof must be considered as the whole number of days on which that wind has prevailed during the month; and enter in a convenient place the number of days thus found, on which the wind has prevailed from each of the eight half quarters of the compass.

Do the same with the entries of *fair* and *cloudy*, under the caption of *Weather*, counting the entries of *snow* and *rain* among the *cloudy*. To these subjoin the number of days on which it has rained or snowed, counted in the same manner, and the quantity shown by the gage; also, the warmest and coldest days shown by the *mean*, the highest and lowest degree of the thermometer, and the prevailing wind of the month.

The annual reports are to be made according to the form annexed.

It is desirable that the location of each academy be described by bearings and distances from some of the bounds of the town in which it is situated, for the purpose of having its latitude and longitude correctly determined.

It is also very important to know the elevation of every academy in which observations are made. For this purpose, the observer should state its height

* Called *Mespilus Canadensis*, by Linneus—*Mespilus nivea*, by Marshall, in his *Arbustum Americanum*—*Mespilus arborea*, by Michaux, and *Aronia botryapium*, by Persoon and Wilde-now. In this State it is commonly called *Shad-blow* or *Shad-bush*. Michaux says, that in the northern section of the Union it is called *Wild pear-tree*, and in the middle States, *Juneberry*, and that, “with the exception of the maritime parts of the Carolinas and Georgia, this tree is spread over the whole extent of the United States.” On this account, and also on account of its being one of our earliest flowering forest trees, and the conspicuous manner in which it displays its snow-white blossoms when the foliage of the woods has yet scarcely made its appearance, this tree is peculiarly deserving of a place among those which are selected for observations.

† *Betula lenta*—This tree is every where known by the name of *Black Birch*. It is also called *Mountain Mahogany* in Virginia, *Sweet Birch* and *Cherry Birch* in Connecticut, Massachusetts, and farther north. In Canada it is universally called *Cherry Birch*.—Michaux.

‡ *Populus Tremuloides*.—*Trembling Poplar* or *American Aspen*.

with reference to some point ascertained during the numerous canal and road surveys made in this State during the last few years. There is no academy reporting, which is more than three or four miles, either from tide-water or from known elevations obtained as above.

The temperature of wells should also be ascertained, both in winter and summer. Let the depth to which the thermometer is sunk, be stated.

S. DE WITT, *Vice-Chancellor, Ch'n.*

N. B. The *number* of days on which rains or snows, or both, should be carried out—and this whether it rains or snows for an hour or the whole day. The object is, to ascertain on how many days it rained or snowed. The *quantity* is obtained by the rain gage.

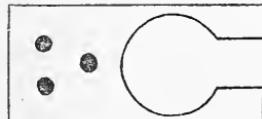
The above instructions for meteorological observations were given in 1825. Since then, and during 1833, a new rain gage has been adopted, called the Conical Rain Gage, for using which, the following instructions have been prepared by the Chancellor of the University.

CONICAL RAIN GAGE.

The Regents of the University have resolved that each of the academies subject to their visitation be furnished with a *Conical Rain Gage*, and directed that observations be made with them; the observations with those heretofore furnished, to be at the same time continued in the usual manner, and that the results of both be given in the next annual reports, in order that their comparative accuracy may be ascertained; and if it prove to be such as is anticipated, it is intended to prescribe the use, thereafter, of the conical gages only; for the management of which, observe the following

Directions.

For the fixture of the gage, have a board made in this form, which nail to the top of a post about eight feet high. The circular opening is to be five inches diameter, and bevelled so as to fit the side of the gage. In this the gage is to be suspended; and the cap, with its base downwards, pressed into it. However closely it may fit by being thus pressed down, sufficient room will be left between it and the sides of the gage, to permit the water to pass to its bottom:



Immediately after every shower, or fall of rain, the water must be measured and the contents registered, and then discharged. On this will depend the accuracy of the account; for, from the construction of the gage, the degrees of the scale near its bottom being the largest, small quantities may be measured with greater accuracy by this than by the gages commonly used. The cap is intended to prevent evaporation before the measurement is made, should that be accidentally delayed. The measurement is made by putting down to the bottom of the gage, the point of the measuring stick, and applying the distance between it and the water mark to the scale.

The graduation of the scale is by hundredths of an inch for the first three-tenths of an inch, and above that by tenths and half tenths. The intermediate distances may be measured by the eye, and set down in decimals.

When showers, or rains of short duration, fall, it will be well to note the A. M. and P. M. with the hours between the beginning and ending, prefixed; in order that the time may be compared with that of observations made at other places.

If a rain continues for any length of time, the observations should be made at suitable intervals, before the water rises in the gage.

It is important that the measure be taken without delay after every fall

of rain, as experience has proved that the water in the gage will soon become diminished by its rising along the inside of the gage, by capillary attraction, and then become dissipated by evaporation.

The usual precaution must be observed in giving the rain gage such a position as that nothing may obstruct the rain, in its most oblique direction, from entering it, and no sediment must be suffered to remain in it.

A description of the *Conical Rain Gage*, and the principles of its construction, is given in Silliman's *American Journal of Science and Arts*, for April, May and June, 1832.

SIMEON DE WITT,

Chancellor of the University.

May 15, 1833.

The president, secretary, or treasurer of each academy to the trustees of which this circular shall be addressed, who are not already supplied with the above mentioned rain gages, will please send for one, by an order addressed to the Secretary of the Regents, Albany.

Simultaneous observations, with the old and new rain gage, must be continued, as a sufficient number have not been reported to answer the intended purpose of the Regents; and it is hoped that a greater attention will be paid to this subject this year, than has been evinced during the last. From the reports that have been made, it appears that there has been too great a remissness or carelessness on the part of some of the observers.

The form of registering meteorological observations must be as follows:

On the first or title page of the meteorological reports, a certificate must be made and signed by the principal of the academy, or, in his absence, by some one of the teachers or trustees, stating by whom the observations have been made, (whether by a teacher of the academy, or how otherwise,) and his opinion of their correctness, &c.

The whole title page should be in the following form:

METEOROLOGICAL OBSERVATIONS

FOR THE YEAR 183

MADE UNDER THE DIRECTIONS OF THE

REGENTS OF THE UNIVERSITY OF THE STATE OF
NEW-YORK,

AT

Academy,

SITUATED IN THE TOWN OF

IN THE COUNTY OF

Latitude

Longitude

I, A. B.,
of said Academy, do hereby certify,
that according to the best of my knowledge and belief, all and singular the
meteorological observations, as registered in the following tables, have been
correctly made, and truly registered, by

(Signed.)

A. B.

Each month in the year, commencing always with the month of January,
and ending with the month of December, should have a whole page in the
Journal, set apart for a table of registry, in the following form, which must
be literally followed:

JAN.		THERMOMETER.				WINDS.		WEATHER.		RAIN.
Days.		Morn.	After.	Even.	Mean.	A. M.	P. M.	A. M.	P. M.	Gage.
1		35	40	30	32.83	W	NW	fair	fair	
2		22	39	37	35.	W	S	fair	fair	
3		36	49	40	41.83	S	SW	cloudy	cloudy	
4		37	45	36	36.83	W	NW	fair	fair	
5		22	42	35	34.66	NW	SW	fair	fair	
6		32	40	36	36.33	NW	N	cloudy	cloudy	
7		34	36	28	32.5	W	W	snow	cloudy	
8		23	35	25	27.16	SW	W	fair	fair	
9		20	30	24	24.66	SW	SW	fair	fair	
10		20	30	22	23.66	SW	SW	fair	fair	
11		18	25	26	24.66	N	NE	cloudy	snow	
12		23	43	32	34.16	SW	W	fair	fair	
13		27	36	30	30.83	NW	NW	fair	fair	
14		26	38	35	34.16	SE	E	cloudy	rain	
15		33	38	30	32.66	S	SW	cloudy	cloudy	0.42
First half month,		32.13								0.42
16		27	34	29	29.83	SE	SE	cloudy	cloudy	
17		26	29	26	26.66	N	NE	cloudy	snow	
18		24	34	29	28.83	SW	SW	cloudy	fair	
19		25	28	20	22.44	NW	NW	cloudy	fair	
20		15	22	19	18.83	N	N	cloudy	snow	
21		16	25	8	12.33	NW	NW	fair	fair	0.35
22	- 8	25	20	16	16.30	SW	SW	cloudy	cloudy	
23		16	36	30	29.33	SW	S	fair	fair	
24		28	35	22	25.83	NW	NW	cloudy	fair	
25		13	19	16	16.33	N	N	cloudy	S & R	1.13
26		15	26	14	16.33	N	W	cloudy	fair	
27		3	25	19	17.66	NE	S	cloudy	fair	
28		15	40	25	24.66	SW	W	cloudy	fair	
29		3	22	8	9.66	SW	W	fair	fair	
30	- 5	18	4	4	4.83	NW	W	fair	fair	
31	-10	20	12	9	9.83	SW	SW	fair	fair	
Feb. 1		5								
Second half month		19.36								1.48
Monthly mean,		27.75								1.90

WINDS. N, 4 days; NE, 1½; E, ½; SE, 1½; S, 2½; SW, 9; W, 5; NW, 7.

WEATHER. Fair, 17 days; cloudy, 14; rain, 1; snow, 4; snow and rain, 1.

PREVAILING WIND, SW. RAIN GAGE, 1.90.

Warmest day, 3d; coldest 30th. Highest degree, 49; lowest, -10.

Annual abstracts should be made out at the end of the monthly tables, and returned with those tables to the Regents, in the following form:

ANNUAL ABSTRACT.

1835.

	Jan.	Feb.	Mar.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Annual Results.
<i>Thermometer. Mean temp. 1st half...</i>	9.13	15.83	30.15	46.11	52.14	70.63	68.64	60.23	48.56	44.33	19.69		
<i>2d half...</i>	33.93	27.56	35.19	42.39	61.81	63.94	71.49	67.16	52.91	56.35	32.62	23.10	
Monthly mean,.....	21.55	21.69	32.67	44.25	53.47	67.23	71.07	67.90	56.57	52.45	33.75	21.39	46.17 Annual mean.
<i>Highest degree,</i>	49	46	56	70	86	93	97	83	75	63	40	39	<i>Highest degree during the year.</i>
<i>Lowest,</i>	-33	-4	5	22	34	50	54	49	32	30	3	-13	<i>Lowest</i>
<i>Range,</i>	72	50	51	48	52	39	34	33	51	45	55	53	<i>Greatest monthly range.</i>
<i>Warmest day,</i>	26	22	16	9	19	10	13	13	6	21	4	26	<i>Aug. 13, Warmest day in the Year.</i>
<i>Coldest day,</i>	4	3	13	9	21	1	31	30	26	30	16	16	<i>Dec. 16, Coldest day in the year.</i>
<i>Winds, North,</i>	51	3	4½	4½	4	1½	1½	2½	5	4	3½	5	<i>43½ days North wind in the year.</i>
<i>Northeast,</i>	0	1	0	1½	1	0	0	0	0	0	1½	6½	<i>6½ days NE ".</i>
<i>East,</i>	0	0	0	0	0	0	0	0	0	0	0	0	<i>" E "</i>
<i>Southeast,</i>	3	1	0	1½	3	3	3	15½	20	1	0	13½	<i>13½ days SE ".</i>
<i>South,</i>	6½	8	11	9½	11	14½	15½	15½	20	12½	11½	15½	<i>15½ days S ".</i>
<i>Southwest,</i>	1½	2½	2½	2½	3	1	4½	2	0	1½	23	23	<i>23 days SW ".</i>
<i>West,</i>	7½	6½	6	6	5½	3	4½	4	2	7½	4½	57	<i>57 days W ".</i>
<i>Northwest,</i>	7	6	7½	5½	3½	7	2½	5½	6	2	3	3	<i>3 days NW ".</i>
Total of each month,.....	31	26	31	30	31	30	31	31	30	31	30	31	365 total.
<i>Prevailing wind,</i>	W	S	S	S	S	S	S	S	S	S	S	S	<i>South, prevailing wind of the year.</i>
<i>Weather. Clear,</i>	18	14	17½	17	20½	19½	18½	21½	19	19½	14	14½	<i>213½ clear days in the year.</i>
<i>Cloudy,</i>	13	14	13½	13	10½	10½	12½	9½	11	11½	16	16½	<i>15½ cloudy.</i>
Total of each month,.....	31	28	31	30	31	30	31	31	30	31	30	31	365 total.
<i>Rain,</i>	3	2	2	7	9	11	12	11	4	6	3	3	<i>75 days on which rain fell.</i>
<i>Snow,</i>	4	7	5	3	0	0	0	0	0	1	6	26	<i>26 days " snow ".</i>
<i>Rain and snow,</i>	3	0	0	2	0	0	0	0	0	0	0	5	<i>5 " rain and snow.</i>
<i>Rain gage,</i>	4.64	1.79	2.60	4.51	2.71	6.48	5.39	5.34	1.26	2.22	2.26	1.19	<i>40.44, Total fall of rain and snow.</i>

NOTE BY THE SECRETARY OF THE REGENTS.

Common Rain Gage.—In explanation of the principles on which the rain gage is constructed, and in answer to various inquiries which have been made on the subject, it is proper to observe, that the area of the funnel at the top of the cylinder, in its widest part, being eight times the area of the cylinder below, one inch in depth of rain falling in the open air, and received through the widest part of the funnel, will fill eight inches in depth of the cylinder; and, consequently, the moveable rod in the cylinder, being attached to a hollow, floating bulb, will be raised eight inches above the cross-bar at the top of the funnel. This space of eight inches is divided into 100 equal parts, or small divisions, so that each part or division above the cross-bar will indicate the one-hundredth part of an inch of rain fallen; and 100 of those parts or divisions, covering eight inches on the rod, will indicate one inch of rain fallen, and must be registered accordingly.

Fair and cloudy days.—This column should be kept totally distinct from that of rain, snow, &c. State first, the number of fair and cloudy days in each month; then the *number of days on which* rain has fallen, and the same as to snow, or rain and snow. It is not expected that the number of hours during which rain, &c. fell, shall be summed up, to make up days and fractions of days. It is the number of days on which it fell, no matter whether on one it rained only 15 minutes, and on the others, during 24 hours.

Time embraced in the report.—The report *must* embrace one whole year, commencing with the 1st of January, and ending with the 31st of December, but not commencing or ending on any other days. Without observing this regulation, the results of observations at different academies cannot be compared with each other; and as such a comparison is one of the leading object proposed by the Regents, uniformity in this respect must be insisted on.

Form of the report.—As it is inconvenient to furnish all the academies with blank forms for meteorological reports, it will be expected that such reports be hereafter made in manuscript. The reports are to be bound in volumes, those for a single year making one volume. In order to have the several volumes, and the several parts of each volume, uniform, the paper used for the reports should be uniform as to its dimensions. That heretofore used has been common foolscap, making, when bound into a volume and trimmed, a leaf of about 13 by 8 inches: *let that be the standard for all subsequent reports.*

Academies not yet supplied with the new or conical rain gages, must send for them, and not wait, as some have done, for the gages to be sent to them. The person sent must be one of the trustees or officers of the academy, or he must have an order from the president, secretary, or treasurer of the trustees, so that he may give a receipt, &c.

GIDEON HAWLEY,

Secretary, &c.

Albany, March, 1834.

VARIATION OF THE MAGNETIC NEEDLE.

At a meeting of the Regents of the University of the State of New-York, held pursuant to adjournment, in the Senate Chamber, March 20th, 1832,
On motion of Mr. Dix, it was

Resolved, That so much of the annual report for the year 1832, of the trustees of Geneva college, as relates to the expediency of adopting a course

of experiments upon the variations of the magnetic needle, be referred to a select committee.

The Chancellor and Mr. Dix and Mr. Bleecker were appointed such committee.

At a meeting of the Regents of the University, held pursuant to adjournment, in the office of the Clerk of the Senate, March 28, 1832,

Mr. Bleecker, from the committee to whom was referred so much of the annual report for 1832 of the trustees of Geneva college as relates to the expediency of adopting a course of experiments upon the variations of the magnetic needle, reported:

That it is very desirable that observations should be annually made on the variation of the needle, inasmuch as the boundaries of lands are usually described according to the courses indicated by the needle, and there are no rules by which its variation can be ascertained, for any interval of time, according to which such bounds can be retraced, where the land-marks have been obliterated. But as the Regents are not invested with the power of enjoining the making of such observations on the colleges and academies placed under their supervision, the committee are of opinion that it ought to be recommended to them to institute courses of such observations, and make annual reports thereof to the Regents, and that a committee be appointed to address the trustees of the colleges and academies in this State on this subject, stating their opinion of the manner in which, for the sake of accuracy and uniformity, the observations ought to be made.

Which, having been read and considered, was accepted, and the same committee who made said report were constituted a committee for the purposes therein mentioned.

A true extract from the minutes of the Regents.

GIDEON HAWLEY, *Secretary.*

In compliance with these resolutions, the committee to whom the subject thereof had been referred, addressed circulars to the colleges and academies, recommending to them a co-operation with the views of the Regents, impressing on them the importance thereof, and prescribing the rules for doing it; the most essential of which is the following, which was recommended as that most commonly used by astronomers to establish a true meridian, and is now again recommended as preferable to any other.

Take from the nautical almanac the north polar distance of the pole star.

Find the latitude of the place on the map of the State, if it has not been otherwise ascertained.

From these data, calculate the greatest azimuth of the pole star by this formula :

" As the cosine of the latitude is to radius, so is the sine of the north polar distance of the pole star to the sine of its azimuth."

Ascertain the direction of this azimuth line, which can be most conveniently done in the latter part of September or the beginning of October, for then the pole star will appear in its proper place, soon after it is visible in the evening. This is most accurately done with a good transit instrument, but where that is wanting the following method is recommended:

Suspend a plumb line from as high a fixture as can be procured, with a heavy weight fastened to its lower end, and immersed in a vessel of water to steady it. A pole or piece of timber, projected from the second or third story of a house, may be used for the suspension of the plumb line; or it may be suspended from a corner of the roof of a house, allowing a clear

view from it for several degrees to the east of north. To the south of this plumb line, distant from it not more than four-fifths of its length, plant two posts, four feet high, and eight, ten or twelve feet apart from each other, in a line transverse to the meridian. To these fasten a board or plank horizontally. When the time of observation approaches, keep a nail with its point on the edge of the board, in a range with the plumb line and the star, and when the star ceases its apparent movement to the east, fasten the nail to the board. The range of the nail with the plumb line will then be the azimuth line of the pole star in its greatest eastern elongation.

The north polar distance of the pole star for the beginning of this year (1834) is $1^{\circ} 34' 34''$, which is diminished at the rate of nearly 20 seconds a year. In September next it will be, to the nearest minute, $1^{\circ} 34'$. From which, for the purpose of relieving observers from calculations, the following have been made of the greatest azimuth of the pole star, in next September, within the latitudes of our State. In the latitude of 40° it will be $2^{\circ} 03'$, to the nearest minute, to which is to be added one minute for every half degree of a higher latitude. Such are the calculated azimuths now, and they may be used for some years hence, without any important error in the results respecting the object in view. To make meridians for *observatories* would require a greater attention to minutiae.

From the line of the observed azimuth, made in the manner before directed, an offset must be made, calculated from the azimuth angle, thus found, to the point through which the true meridian is to be drawn, at the extreme ends of which permanent monuments must be placed, from one of which observe the magnetic meridian to a point opposite to the other, and measure the distance between them. From this calculate the angle between the true and the magnetic meridians.

As an example, the following is given, of the manner in which a meridian line has been established at Ithaca, in September last. From the corner of a brick building the azimuth line was ascertained, by observations made for two or three successive evenings, by a transit instrument, and from it an offset was made to the true meridian, calculated from the azimuth angle of $2^{\circ} 09'$; through the point of this offset the true meridian was then drawn, from the place of observation, to the distance of 1,568 feet, where a stone monument was placed. With a compass then set, at the place of observation, the magnetic meridian was observed to a point opposite to this monument, and the distance between them measured, which was found to be 78, 3 feet.—From this and the 1,568 feet between the extreme ends of the meridian line, the difference was found, by trigonomical calculation, to be $20^{\circ} 51'$, as the variation of the needle at Ithaca; fractions of a minute being rejected as unnecessary.

Where meridian lines have been drawn from observations, however carefully made, it is recommended to have them re-examined by the prescribed rules; for the requisite correctness can not be expected from a single observation, nor ought a few additional ones to be relied on for perfect accuracy.

When a plumb line is used, a light must be thrown on it, to render it visible, and a lantern advanced to the further end of the line of observation, to serve as an object, and to mark the spot where it terminates.

To ascertain the fact that there is nothing about the place, by which the needle may be attracted, the compass must be set at different points on the meridian, in order to see that its bearings are uniform.

In the circular of last year an alternative was mentioned, as the means of establishing a true meridian, which was by the direction of the stars

Alioth and Gamma Cassiopeiae, when vertical; but this method is not so much to be relied on as that which has before been recommended, because of the difficulty of observing stars so far apart from each other, and the great altitude of one of them: and since they move in opposite directions, because of the rapidity with which they will cross the same vertical line; whereas the apparent motion of the pole star, to the east or west, when near its greatest azimuth, will for some time be imperceptible, thereby affording some leisure for ensuring the correctness of the observation.

The meridian line having been thus accurately and permanently fixed, (and this ought to be considered as an indispensable appendage to every college and academy,) observations should be made on it at least once in every year, in order to ascertain the difference between it and the magnetic meridian. For the sake of uniformity, let this be done in October.

These observations should be made early in the morning, for it is well known that the variation of the needle will be increased, sometimes to the amount of 15 minutes, between sunrise and the middle of the afternoon, and that it will, before the next morning, return to its mean direction.

Much useful information may be obtained by examining well marked lines of various ages, and comparing their present with their original magnetic bearings.

The main object in making these observations being to ascertain the annual changes in the direction of the needle, it is important that the same compass be used at the same place, and that no other be substituted without comparing them with great care, and noticing the difference, if any be observable. Three compasses, considered as good, were set on the meridian at Ithaca, and no two of them were found to agree by several minutes. It would be well to try several on every meridian, and select, as the standard to be used, the one that may be considered the best. Where this is done, it ought to be noticed in the annual reports.

The circular of last year on this subject concludes with the following remarks, which are now repeated, and urged with increased earnestness:

"In regard to the subject now presented to your notice, the Regents claim no mandatory authority, especially over colleges; it therefore comes to you as a recommendation, that you will co-operate with those who preside over other institutions, for carrying into effect a measure deemed important for the promotion of science, and which may be considered of still greater importance in matters touching conflicting claims between individuals of our State. It is therefore hoped that, impressed with a due sense of the general purposes for which the institution over which you preside has been created, this representation, made on behalf of the Regents, may not be disregarded, and that hereafter they may be furnished by the colleges and academies, in their annual reports, with observations made by them on the direction of the magnetic needle compared with that of the true meridian, and that a detailed account be given by each, of the manner in which its meridian line has been established."

To such institutions as are not provided with good compasses, those made by Mr. Hanks, of Troy, having a vernier appended to one end of the needle, are recommended as the best that can now be procured.

S. DE WITT, *Chancellor,*

DEPARTMENTS FOR COMMON SCHOOL TEACHERS.

Ordinance of the Regents of the University for the establishment of departments for the education of teachers of common schools in certain Academies selected by them for that purpose.

At a meeting of the Regents of the University, held pursuant to adjournment, on the 20th day of January, 1835.

The Regents having resumed the consideration of the report, presented at their last meeting by Mr. Dix, relative to the education of common school teachers; and after some time spent thereon, the report having been accepted, it was thereupon resolved,

That the Board do concur with the committee in the general views and considerations presented by them in their report: That the Regents, duly appreciating the great magnitude and value of the object, contemplated by the Legislature in appropriating part of the income of the Literature Fund for the education of common school teachers, will, so far as the limited means under their control will enable them, co-operate in promoting so great and valuable an object. That considering the plan, presented by the committee in their report, proposing the establishment of a department for the education of teachers of common schools, in some one academy in each Senate district of the State, as the best and most feasible that, under existing circumstances, can be devised, this Board do therefore adopt said plan, and will cause the same to be carried into execution with all convenient speed; and to that end, the Regents, moved by the considerations aforesaid, do

Ordain and Declare,

1st. That in some one of the academies subject to the visitation of the Regents of the University, in each of the eight Senate districts in this State, a department for the education of teachers of common schools be established, on the foundation, and in the manner particularly defined and set forth in the report of the committee above referred to; and that for the establishment, or first organization of said departments, there be appropriated out of the moneys belonging to the Literature Fund, now in the treasury of the State, the sum of \$4,000; and out of the annual income of said fund, the sum of \$3,200 for the annual support of said departments, to be paid on the conditions hereinafter particularly set forth, and to be expended for the purposes, and in the manner, proposed by the committee in their said report.

2d. That until otherwise directed by the Regents, the departments contemplated by the foregoing section of this ordinance, shall be established in the following named academies, viz:

For the 1st District,*	Erasmus Hall Academy,	Kings county.
do 2d do	Montgomery	do Orange county.
do 3d do	Kinderhook	do Columbia county.
do 4th do	St. Lawrence	do St. Lawrence county.
do 5th do	Fairfield	do Herkimer county.
do 6th do	Oxford	do Chenango county.
do 7th do	Canandaigua	do Ontario county.
do 8th do	Middlebury,	do Genesee county.

Provided that the trustees of said academies shall, on receiving official no-

* In 1836, Washington academy, at Salem, Washington county, was substituted in place of this; which had previously resigned the trust to the Regents.

tice of this ordinance, together with a copy of the report above referred to, signify to us, by a resolution to be adopted at a regular or special meeting of their board for that purpose held, and to be certified by their president and secretary under their corporate seal, their consent that such departments be established in their respective institutions for the purposes aforesaid; and their express agreement, in consideration of the appropriation or endowment to be made for them as aforesaid, to institute and conduct such departments on the foundation, and in the manner, particularly defined and set forth in the said report; and to observe, execute and fulfil, all such orders, rules and regulations as the Regents may from time to time ordain or prescribe in relation thereto.

3d. That whenever a certified copy of the resolution, required by the last preceding section of this ordinance, shall be received by the secretary of the University, and duly filed in his office, the trustees of each of the said academies, adopting and transmitting such resolutions as aforesaid, shall be entitled to receive out of the moneys belonging to the Literature fund, now in the State treasury, their proportional part of the \$4,000 appropriated by the first section of this ordinance for the purposes therein mentioned, to be expended by them for said purposes; such proportional part to be hereafter determined by the Regents, according to the relative wants and circumstances of said academies, to be ascertained from a comparison of the reports about to be made by them, in obedience to a resolution of the Regents heretofore adopted for that purpose; and the said trustees shall also be entitled to receive at the same time, the further sum of \$400, out of the annual income of said fund, to be applied to the support (for the first year) of the departments about to be established by them as aforesaid; and annually thereafter, (until otherwise directed by the Regents,) the said trustees, after first making the annual report hereinafter required of them, shall be entitled to receive out of the income of said fund, the like sum of \$400, for the like purposes aforesaid, to be apportioned and paid to them in the manner particularly provided for in the next following section of this ordinance.

4th. Whenever the trustees of the several academies, designated, or to be designated for the purpose contemplated by this ordinance, shall have fulfilled the conditions on which they are herein declared to be entitled to the special endowments made, or provided for them as aforesaid, and the amount thereof shall be ascertained in the manner required by the last preceding section of this ordinance, it shall be the duty of the Chancellor and Secretary of the University, to certify to the Comptroller of the State, the amount which said academies shall respectively be entitled to receive out of the income of said fund, to the end that the Comptroller may have the requisite evidence of their right thereto, to warrant the payment thereof. And annually thereafter, whenever a general apportionment of the income of said fund shall be made among the academies entitled thereto, a special apportionment of the said \$3,200 shall be made among the academies designated or to be designated by the Regents, as entitled thereto, and the same shall be certified to the Comptroller, and be thereupon payable at the same time, and in the same manner, as is, or shall be, provided in respect to the said general apportionment.

5th. The trustees of the several academies designated, or to be designated, for the purposes aforesaid, shall, together with the annual report, already required to be made by them to the Regents of the University, present a full and detailed statement or report of the progress and condition of the department for the education of teachers of common schools, to be established

by them as aforesaid, according to such form as shall be prescribed by the Secretary of the University, by instructions to be for that purpose prepared by him in accordance with the provisions contained in the report of the committee above referred to.

6th. That the Secretary cause the report of said committee, together with this ordinance, to be printed, and copies thereof, with such instructions as are above required to be prepared by him, to be sent to the trustees of all the academies in the State subject to the visitation of the Regents of the University; and further, that a copy of said report, ordinance and instructions, be transmitted by the Regents to the Legislature, as part of their annual report.

A true extract from the minutes of the Regents of the University.

GIDEON HAWLEY, *Secretary.*

Albany, January, 1835.

INSTRUCTIONS, &c.

The Secretary of the University, in compliance with a provision contained in the preceding ordinance, requiring him to prepare suitable forms for the academic reports therein mentioned, submits the following instructions:

The trustees of the several academies, in which departments for the education of teachers of common schools shall be established, will, as heretofore, be required to make the same general annual reports to the Regents of the University, as other academies are required to make, in respect to all matters not relating specially to the department for common school teachers. In respect to such matters, they being entitled to the same distributive shares of the income of the Literature fund, as other academies, must for that reason, comply with the same regulations. But in addition to their general report, they will be required to make a special report on the progress and condition of the department for the education of common school teachers established in their academies. Such special report should contain all the matters enumerated, or suggested, by the committee of the Regents in their report herewith published. But it should not contain what is embraced in the general report, as that would be doubling, what ought to appear single. And in order to show that the matter of one report is not blended with similar matter in the other, the several parts of the general report relating to *money received from the Regents*; to the *subjects of study pursued in the academy*; to the *class or text books used in it*; and to the *number of students taught, &c.* ought to be qualified with a clause, excepting from those parts what relates to the department for common school teachers. Take for example the *subjects of study* which for a separate head in the general report; the statement under that head should be in the following form:

The subjects of study taught in the academy during said year except what were taught in the department, or to scholars belonging to the department for common school teachers, were as follows:

And so with other parts of the report, that whatever belongs to the department for common school teachers, or relates specially to students in that department, may be exhibited separately, to enable the Regents to have a correct view of its actual condition. It is not, however, to be inferred, from any thing here said, that students belonging to the department for common school teachers, are to be kept or taught separately by themselves. On the con-

trary, it will be seen from the report of the committee of the Regents, that a promiscuous union of such students with others in the academy, in all pursuits or exercises common to both classes, is expressly recommended by them. The separation above mentioned as necessary to be observed, relates only to the form of the academic report, not to the mode of study in the academy.

The special report on the department for common school teachers may be in the following form:

To the Regents of the University of the State of New-York.

The trustees of _____ academy, in addition to their general or annual report herewith transmitted, submit the following special report, on the progress and condition of the department for the education of common school teachers established in their institution.

1st. Organization of the Department.

Under this head state what amount of money was received from the Regents, and when, for the first endowment of the department; how it has been expended, with a specification (in a schedule or inventory to be annexed,) of the several articles of apparatus, books, &c., purchased with it, whether the same are still on hand, and in what condition. Also, under this head should be stated what teachers, if any, have been employed on account of the department, what compensation is paid or allowed to them annually, and what the whole annual expense incurred on account of the department is; that is to say, the expense, as estimated by the trustees, over and above what would have been incurred, if no such department had been established; also, the amount, if any, received or charged during the last year for tuition of students belonging to the department, and particularly on what ground such charge has been made; how it differs from the tuition charge to other students, and what the views of the trustees are in respect to charging for tuition of students in the department.

Under this head, also, should be stated what examination applicants for admission into the department are subjected to; what evidence is required from them of their intention to become teachers of common schools; whether the course of study, discipline and exercises prescribed for them by the Regents, (as the same is particularly defined and set forth in the report heretofore published,) be strictly pursued by such students, and if not so pursued, wherein and for what cause there is a departure from it; also, such general or particular views as the trustees may have to present, in relation to any defects discovered by them in the organization of the department, and how the same may best be remedied; together with such other matters relating to organization, as they may have to submit or suggest.

2d. Subjects of Study pursued, and Class or Text Books used.

Under this head, should be stated in one column, every subject of study taught in the department, and opposite to it, in another column, the text or class books used for teaching it; where there are several editions of the same book, the one used should be particularly stated, and if the cost of each book should be added, in another column, it would afford useful information to those who are preparing to enter the department.

3d. Number and Classification of Students.

The whole number of students belonging to the department on the
day of _____ (state the day to which the general report relates,) was 60

Of which number there have been connected with the department for a period not exceeding one quarter or term of the academy,.....	20
For a period exceeding one, but not exceeding two terms,	10
For a " " two " " three terms,.....	5
For a " " three " " four terms,	8

And so on, until all the students in the department are classified, according to the length of time spent in it.

A true list or catalogue of the names, ages, places of residence, and studies of the several students belonging to the department, is hereunto annexed, and verified by the oath of the principal of the academy.

In making out the list or catalogue above referred to, the form of a similar catalogue prescribed for the general academic report, by instructions from the Secretary of the University, herewith published, will be a sufficient guide, after adding to that form a new column for the places of residence, (both town and county,) of the students named, &c.; and after substituting the following caption in lieu of the one there given, viz:

The following is a true list or catalogue of the names, places of residence, ages, and studies of the several students belonging now, or at any time during the past year, to the department for the education of teachers of common schools established in this academy, with a specification of the different studies pursued by each of said students, and the length of time the same were pursued in each quarter or term of said year, designating said studies by the ordinary name or title of the book or treatise studied, and stating the part or portion of each book so studied, and the time spent in studying the same, during each of said terms.

The affidavit at the close of the list or catalogue of students, studies, &c. should be in the following form:

County of ss. A. B. being duly sworn, deposeth and saith, that he is principal instructor of academy; that according to the best of his knowledge, information and belief, the foregoing is a just and true list of the names, ages, places of residence and studies, of the several students belonging to the department for the education of common school teachers, established in said academy; that the said students, before they were admitted into said department, were found, on examination duly made, to have attained such a proficiency in the arts of reading and writing, and to have acquired such elementary or preliminary knowledge, as is required by the second section of the ordinance of the Regents of the 18th of March, 1828, to make them students in the higher branches of English education as therein defined; that the said students have severally been exercised in composition and declamation as often on an average as once in days, during the time they have been connected with said department; and that the facts set forth in the report hereunto annexed are true, according to the best of this deponent's knowledge, information and belief.

Sworn, &c.

(Signed,)

A. B. Principal, &c,

Graduation, &c.

Under this head, should be stated the names, places of residence, &c. of the students belonging to the department who, during the year to which the report relates, shall have completed the full course of studies prescribed for them by the Regents of the University, and received from the trustees of the academy the full *Diploma* contemplated in such cases to be granted to them. if, on examination, &c. they shall be found worthy of it. Also, under the same head should be stated, the names of all who, during the said year, shall

have left the department without completing the full course, distinguishing such as shall have so left it, on receiving the certificate of the principal of the academy, of partial qualification, &c.; and distinguishing also, such as shall have so left the department from any other, and what cause.

Remarks.

Under this head, the trustees can state any thing relating to the department which they consider important to communicate to the Regents, and they are particularly requested to state the necessary expenses of the students for board, lodging and tuition, and the particular inducements held out by their institution for students to enter, &c.; also, what they know as to the success of the plan adopted by the Regents, for the better education of common school teachers, its influence on the character of common schools, &c. &c.

The preceding instructions relative to reports from academies in which departments for the education of common school teachers have been established, were prepared in 1835, and published in the last edition of these instructions. Since that time, an act of the Legislature has been passed, (see Session Laws of 1837, chap. 241, sec. 4,) by which it is provided, that all such academies shall make "to the Superintendent of Common Schools an annual report of the condition of those departments, in such form, and containing such information, as he may from time to time require; and in respect to the organization and management of the departments, and the course of studies therein, the said institutions shall be governed by such directions as he may prescribe," &c.

The charge of the departments for common school teachers having been thus transferred from the Regents of the University to the Superintendent of Common Schools, it became necessary that all instructions relative to those departments should proceed from or be approved by that officer. The instructions above referred to have accordingly been submitted to and approved by the Superintendent, who has made the following additions to them, and directed them to be herewith published.

For the views of the Regents with regard to the course of instruction in the prescribed branches of study, see their annual report of 1835, from page 89 to 100. The following are extracts from the Regents' report above referred to :

The following are the subjects of study to be pursued in the departments:

1. The English Language.
2. Writing and Drawing.
3. Arithmetic, Mental and Written; and Book-keeping.
4. Geography and General History, combined.
5. The History of the United States.
6. Geometry, Trigonometry, Mensuration and Surveying.
7. Algebra.
8. Natural Philosophy and the Elements of Astronomy.
9. Chemistry and Mineralogy.
10. The Constitution of the United States and the Constitution of the State of New-York.
11. Select parts of the Revised Statutes, and the duties of the Public Officers.
12. Moral and Intellectual Philosophy.
13. The Principles of Teaching.

These subjects are not intended to exclude others, should the academies think proper to introduce them. The Regents should, however, insist that the foregoing be thoroughly studied, and that they be not allowed to give way, in any degree, to others: nor should any others be required in order to entitle the pupils to the prescribed evidence of qualification.

It should be recommended to the trustees of the academies in which departments may be established, to make the rate of tuition for those who intend in good faith to devote themselves to the business of teaching, as low as possible; and to regulate the terms of instruction in such a manner, that the pupils in the teachers' department, who are sufficiently advanced, may have an opportunity of taking schools during the three winter months. They may, by this means, earn something to enable them to complete their course of instruction, and at the same time improve themselves by making a practical application of the knowledge, which they will have gained during the rest of the year. To accomplish this object it may be necessary to have only two terms per annum of four months each. The pupils must not only be required to comply with the entire course, but they must understand thoroughly every subject of study before they receive a diploma or certificate of qualification. In this respect, the Boards, from whom the evidences of qualification are to issue, must practice the greatest caution. Their own and the public interest alike demands it. The system cannot become popular, unless it is made equal to its objects. A single individual educated in one of the proposed departments, and going forth to teach with a diploma, but without the requisite moral and intellectual qualifications, would do much to bring the whole system into disrepute. The Regents should, therefore, insist strongly on the fidelity of the academies to withhold the necessary evidence of qualification to teach, from all who are not entirely worthy of it.

A form for a diploma is hereunto annexed, marked A, and which from its terms can only be given to those who have completed the course of instruction prescribed by the Regents, and have passed a satisfactory examination in all the subjects of study.

The examination should be public, and be made in the presence of the principal, and a majority of the trustees of the academy.

The diploma will not of course dispense with the necessity of a certificate from the inspectors of common schools of the town, in order to enable the individual to whom it is given, to teach a common school and receive the public money. The existing rule of law in this respect, will not be affected. Every individual engaged in instructing a common school, must once in each year be examined by the inspectors, and receive a new certificate of qualification. There would be a difficulty in dispensing with this rule, as one of the objects of such a periodical examination, is to pass judgment upon the moral character as well as the ability of the individual, who may, by contracting bad habits, become totally unworthy of being entrusted with the education of children. The only advantage, therefore, which the diploma will give, is the assurance, that the individual who holds it, has been regularly trained for his vocation.

It may often happen that students will not be disposed or able to go through the whole of the prescribed course of instruction for teachers. In this case the principals of the academies should be at liberty to give them a certificate setting forth the particular studies they have pursued, with such opinion of their moral character and their qualifications to teach the branches which they have studied, as they may be considered entitled to. But this certificate should be merely under the signature of the principal and not under the seal

of the institution ; for the committee deem it of the utmost importance that no evidence of qualification should be given, which can be mistaken for the diploma received by those who have completed the prescribed course. To avoid all misapprehension, a form of such a certificate is hereunto annexed, marked B.

(A.)

Diploma.

The Regents of the University of the State of New-York, having established in this institution a department for the education of common school teachers,

WE, the President of the Board of Trustees, and the Principal, of the Academy, do hereby certify that A. B. of the town of in the county of in the State of has completed the course of instruction, and passed a satisfactory examination in all the subjects of study prescribed by the Regents for the department ; that he has sustained, while at the institution, a good moral character, and that he is fully qualified to teach a common school of the first grade. In testimony whereof, we have hereunto affixed our signatures, together with the seal of the institution, at in the county of this day of .

A. B. *President.*
C. D. *Principal.*

(B.)

Certificate to be given to Students, who have not completed the prescribed course of instruction for teachers.

day of 183

I, the Principal of the Academy, do hereby certify that A. B. of the town of in the county of and the State of has attended a course of instruction at this institution in the art of teaching ; that he has sustained a good moral character ; and although he has not completed the course of study prescribed by the Regents of the University for common school teachers, he has studied, and is competent to give instruction in the following subjects, viz :

A. B. *Principal.*

P. S. If the individual is not well qualified to give instruction in all the subjects of study, those which he is competent to teach, should be specified.

*Catalogue of the Regents of the University of the State of New-York,
from the establishment of the University.*

Date of election or appointment.	NAMES.	Exitus.
1787	George Clinton, Governor, <i>ex officio</i> ,	1795
1795	John Jay, Governor, <i>ex officio</i> ,	1801
1801	George Clinton, Governor, <i>ex officio</i> ,	1804
1804	Morgan Lewis, Governor, <i>ex officio</i> ,	1807
1807	Daniel D. Tompkins, Governor, <i>ex officio</i> ,	1817
1817	De Witt Clinton, Governor, <i>ex officio</i> ,	1822
1822	Joseph C. Yates, Governor, <i>ex officio</i> ,	1824
1824	De Witt Clinton, Governor, <i>ex officio</i> ,	1828
1828	Martin Van Buren, Governor, <i>ex officio</i> ,	1829
1829	Enos T. Throop, Governor, <i>ex officio</i> ,	1832
1832	William L. Marcy, Governor, <i>ex officio</i> ,	
1787	Pierre Van Cortlandt, Lieut. Governor, <i>ex officio</i> ,	1795
1795	Stephen Van Rensselaer, Lieut. Governor, <i>ex officio</i> ,	1801
1801	Jeremiah Van Rensselaer, Lieut. Governor, <i>ex officio</i> ,	1804
1804	John Broome, Lieut. Governor, <i>ex officio</i> ,	1812
1812	De Witt Clinton, Lieut. Governor, <i>ex officio</i> ,	1814
1814	John Tayler, Lieut. Governor, <i>ex officio</i> ,	1822
1822	Erastus Root, Lieut. Governor, <i>ex officio</i> ,	1824
1824	James Tallmadge, Lieut. Governor, <i>ex officio</i> ,	1826
1826	Nathaniel Pitcher, Lieut. Governor, <i>ex officio</i> ,	1828
1828	Enos T. Throop, Lieut. Governor, <i>ex officio</i> ,	1830
1830	Edward P. Livingston, Lieut. Governor, <i>ex officio</i> ,	1832
1832	John Tracy, Lieut. Governor, <i>ex officio</i> ,	
1787, Apr. 13.	John Rogers, D. D. died	1811
do	Egbert Benson, LL. D. resigned	1802
do	Philip Schuyler, died	1804
do	Ezra L'Hommedieu, died	1811?
do	Nathan Kerr, died	1804?
do	Peter Sylvester, died	1808?
do	John Jay, LL. D. resigned	1790
do	Dirck Romeyn, D. D. resigned	1796
do	James Livingston, resigned	1797
do	Ebenezer Russell, resigned	1813
do	Lewis Morris, died	1798?
do	Matthew Clarkson, died	1825
do	Benjamin Moore, resigned	1792
do	Eliardus Westerlo, D. D. died	1790
do	Andrew King, died	1815
do	William Linn, D. D. died	1808
do	Jonathan G. Tompkins, resigned	1808
do	John McDonald, resigned	1796
do	Frederick Wm. Baron De Steuben, died	1794
1790, Mar. 30.	Gulian Verplanck, died	1800
1791, Jan. 15.	Zephaniah Platt, died	1807
1895, Jan. 28.	James Watson, died	1806
1796, Feb. 18.	James Cochran, resigned	1819
1797, Jan. 11.	Abraham Van Vechten, LL. D. resigned	1823
1797, Feb. 28.	Thomas Ellison, died	1802
1798, Mar. 13.	Simeon De Witt, died	1834

Date of election or appointment.	NAMES.	Exitus.
1800, Feb. 3.	James Kent, LL. D.	vacated 1816
1802, Feb. 1.	John Tayler,	died 1829
1802, Feb. 15.	Henry Rutgers,	resigned 1826
1802, Feb. 18.	Charles Selden,	vacated 1816
1805, Jan. 28. do	Ambrose Spencer, LL. D.	vacated 1816
	Lucas Elmendorf,	vacated 1822
1807, Feb. 11.	Elisha Jenkins,	
1808, Feb. 11. do do	De Witt Clinton, LL. D.	resigned 1825
1809, Jan. 31.	Peter Gansevoort,	died 1812
1812, Feb. 28.	Alexander Sheldon,	vacated 1816
1812, Feb. 28.	Nathan Smith,	vacated 1822
1813, Mar. 3. do	Joseph C. Yates,	vacated 1833
1816, Mar. 4.	Solomon Southwick,	resigned 1823
1817, Jan. 28. do do do	Smith Thompson,	resigned 1819
	John Woodworth,	resigned 1822
	Martin Van Buren,	resigned 1829
	John Lansing, jun.	died 1828
	John De Witt, D. D.	resigned 1823
	Samuel Young,	resigned 1835
	Nathan Williams,	vacated 1824
1819, Mar. 16.	Stephen Van Rensselaer, LL. D.	
1820, Feb. 1.	William A. Duer,	vacated 1824
1822, Feb. 7. do	James Thompson,	
	Harmanus Bleecker,	resigned 1834
1823, Feb. 14. do do	Samuel A. Talcott,	resigned 1829
	James King,	
	Peter Wendell, M. D.	
1823, April 9.	William L. Marcy,	vacated 1829
1821, Feb. 13, do	Peter B. Porter,	resigned 1830
1825, Jan. 12.	Robert Troup,	resigned 1827
1826, Jan. 26, do	John Greig,	
	Jesse Buel,	
	Gulian C. Verplanck,	
1827, Feb. 20.	Edward P. Livingston,	resigned 1831
1829, Feb. 14.	Benjamin F. Butler,	resigned 1832
1829, Mar. 31. do do	Gerrit Y. Lansing,	
	John K. Paige,	
	John Sudam,	died 1835
1830, April 2. do	John P. Cushman,	resigned 1834
	John Tracy,	resigned 1833
	John A. Dix,	
1831, April 23.	John L. Viele,	died 1832
1832, Feb. 6.	William Campbell,	
1833, Feb. 5. do	Erastus Corning,	
1833, April 4.	Prosper M. Wetmore,	
1834, April 17. do	James McKown,	
1835, Jan. 20.	John Lorimer Graham,	
1835, April 8.	Amasa J. Parker,	
1835, May 9.	John McLean,	
	Washington Irving,	

Officers of the Board of Regents.

CHANCELLORS OF THE UNIVERSITY:

Date of appointments.	NAMES.	Exitus.
1787, July 17.	George Clinton,.....	1796
1796, Jan. 20.	John Jay,.....	1802
1802, Feb. 15.	George Clinton,	1805
1805, Feb. 4.	Morgan Lewis,.....	1808
1808, Feb. 8.	Daniel D. Tompkins,.....	1817
1817, Feb. 3.	John Tayler,.....	1829
1829, Mar. 24.	Simeon De Witt,	1834
1835, Jan. 8.	Stephen Van Rensselaer,.....	

VICE-CHANCELLORS.

1787, July 17.	John Jay,.....	1790
1790, Mar. 31.	John Rogers, D. D.....	1808
1808, Feb. 8.	John Rogers, D. D. (re-appointed,).....	1811
1814, Mar. 14,	John Tayler,.....	1817
1817, Feb. 3.	Simeon De Witt,	1829
1829, Mar. 24.	Elisha Jenkins,	

SECRETARIES.

1787, July 17.	Richard Harrison,	1790
1790, April 7.	Nathaniel Laurence,.....	1794
1794, Jan. 21.	De Witt Clinton,	1797
1797, Jan. 23.	David S. Jones,.....	1798
1798, Mar. 19.	Francis Bloodgood,.....	1814
1814, Mar. 25.	Gideon Hawley,	

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